

THE SCHOOL JOURNAL

·NEW·YORK·AND·CHICAGO·



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SEPTEMBER 15, 1894.

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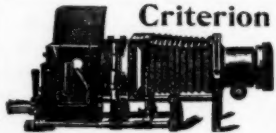
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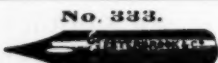


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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLIX.

For the Week Ending September 15

No. 9

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The business department of THE JOURNAL is on page 220.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

THE question the average teacher proposes to himself is, Does this pupil know this lesson? To ascertain this fact he proceeds to catechise, and if he finds the lesson has been learned he gives out another; this is considered to be very good practice indeed. But is it? Is not the great question, What should a child of the age of this one before me know? Then comes the further question, How does the knowledge gained cause it to look at the world? What is its power of expression?

The philosophical teacher has a problem of vast dimensions before him if he did but know it. David, the religious Shakespeare of three thousand years ago, remarked upon the wonderful construction of a human being. And yet, in these days of great diffusion of knowledge, the young immortal may come and go and the teacher not stop to consider what a wondrous object he has before him. Here lies the difference mainly between the professional and the unprofessional teacher. To the latter comes the question, What should this being know? True, the school course of study may say he should know how to parse, even if he has no clear knowledge of the structure of his body and how it is kept in health, as well as a vast variety of other important matters. The reason why school curriculums are as they are is because teachers are as they are.

This question is propounded as the one the teacher must allow to rise before him; it is "one that he cannot put aside." Settling this question he may proceed to ask the pupil concerning some knowledge he gave to be acquired, but he must consider the main question. This guides the questioning, that usually teachers make the main matter. The philosophical teacher asks questions to know the way the pupil considers himself and the world, especially in the light of the new knowledge gained.

Teachers look with various eyes upon the subject of spelling and their duty with regard to it. The spelling-book fiend disassociates it from all other subjects and thus multiplies labor and diminishes success by seeking the longest line of resistance. The untrained "new education" teacher sometimes leaves it largely to luck, trusting to the ill-superintended composition work and the copying exercises to make the pupil proficient in English orthography, which they never do unless he is a "natural-born speller." The one-method teacher adopts some routine that is in her mind the best, getting some spelling taught, but failing to cover the subject and succeeding in cultivating more or less

weariness of it. The helpless teacher complains of the orthographic chaos presented by English words, or of the lack of "gift" for spelling on the part of some of the pupils. The methodical teacher reduces the chaos to order by classifying the words, and the formalist cries "Eureka!" and imposes this classification upon a whole body of teachers who follow its given order and teach spelling for spelling's sake. The truly modern teacher trains her pupils to classify words as they are learned, realizing, as an article in this week's JOURNAL strongly suggests, that spelling is a science study.

In the teaching of ethics there is no readier or more effective material for employment than short poems, such as "I Shall Not Pass Again this Way," given among the recitations this week. A few questions, bringing out the main points in their connection with every-day living, may lead the pupils to analyze the poem more thoughtfully than they would alone and to respond to its sentiment with enhanced sympathies and desires of more helpful doing. There is altogether too much careless reading done in the schools. Pupils rattle off or drone through trash and exquisite composition alike and their instinct becomes dulled to the difference. Every song, recitation, or reading lesson that is reverently or at least sympathetically examined, as in these suggested for studies in ethics, gives practice in thoughtful reading and strengthens the pupils' touch with superior minds.

All information lessons (see "Persian Rugs" and "Papyrus," page 211) should be followed by an exercise in recalling the facts given. This may be done orally, the pupils helping one another. What they remember may be supplemented by reminders from the text, arranged and condensed by them for the blackboard and copied into note-books; or an exercise in free composition may throw each pupil on his own resources, requiring him to recall and record all that he can remember independently, loose sheets being used and afterward exchanged for comparison. The main point is variety. Exercises should not be too much alike. A most valuable hint for training the mind in the management of subjects is given in Mr. Webb Donnell's article.

"The self-activity of the child in acquiring knowledge, and the impossibility of merely transmitting ideas from one mind to another, though an old thought, is one that cannot be too often reiterated."

If one becomes a great painter and paints an "Angelus," the labor is in itself valuable irrespective of the price it may bring; the ability, to paint such a picture is the reward, not its money value. —O. S. Hopkins.

A New Way to Teach Composition.

By WEBB DONNELL.

Having been a teacher for six or more years, and having thereafter become a "newspaper man," I have had a chance to see how poorly equipped for the work of writing English is the average graduate of the high school, and many graduates of colleges, for that matter, and how quickly such graduates become adepts in writing clear-cut English under the rigid discipline of a modern newspaper office. To illustrate my meaning it may be well to follow the experiences of a high school graduate who has obtained a position as reporter in the "city department" of a daily newspaper. On reporting for duty he will be given an "assignment" which may read somewhat as follows:

BROWN:

APRIL 3, '94.

1. Meeting of Woman's Club at Washburn hall.
2. See what D. W. Jerome has to say concerning the attack on him at the Workingmen's meeting.
3. See what special services are to be held in the Methodist churches to-morrow.
4. Attend the lecture on "Grit" at the F. W. Baptist church to-night.
5. Get a list of the delegates to the Street Railway Men's Convention in B—.
6. See how many pigs Mike Murphy lost when his slaughter house burned this morning.
7. Attend meeting of Shoemakers' union at 3.30.

D. P. G.

The initials are those of the city editor, and he will have made out assignments to perhaps a dozen or more other reporters before he closes the big book in which are entered ahead the important events to occur from day to day in his city. Now the space that can be given to city news has its limits, and there is scarcely a daily paper in the country that does not have to throw away daily a large amount of really valuable news, while what goes in has to be "boiled down" until only the essence is left, so when our young friend Brown appears with a half column story it may be concerning Mr. Murphy's unfortunate pigs, the soul of the city editor is wroth, and Brown, if he escapes a sharp lecture, which is not likely, is pretty sure to get a new light on "newspaper English" when he sees in the next morning's paper all that is left of his half column story—two lines, which inform the public that Michael Murphy lost twenty pigs by the burning of his slaughter house the day before.

Now I am far from affirming that "newspaper English" is the choicest example of the mother tongue that is to be found to-day. Far from it. But I do affirm that there is no better example of concise writing extant than in the columns of a well conducted daily newspaper, and for the student the one thing before all others to be desired is a well-grounded drill in *concise writing*. He must be taught to strike straight at the vital point in whatever he is describing. It is the pith and marrow that he must discern in what he has before him, and he must be taught to choose his words so that his meaning shall be as clear as daylight. Such a drill, I am convinced should be the fundamental work in teaching English composition. When that drill has accomplished its purpose it will be time enough for students and teachers to begin to think of "Style," "Force," "Climax" and other matters. The great trouble with school compositions is that the writers do not grasp the essential idea; they do not write to the point, and therefore do not write clearly. The fault frequently arises from the subject. How can an immature and untrained mind deal with abstract subjects, which unfortunately are very largely given out as the basis of school composition work? The rambling and verbose raw recruit in the newspaper office very soon greatly improves in his work, and in the great majority of cases becomes a clear and graceful writer. The teacher is working to secure success. Why not take advantage of the means by which newspaper men become skilled in writing?

If I were again to teach English composition I should make reporters of my pupils. I should give them daily "assignments," and I should make their work conform to the rigid rules and requirements of the newspaper office. The blue pencil would ruthlessly cut through everything not essential for the illumination of the main idea. I would teach these young writers to grasp the *essential* and to avoid the unessential, and they would be able to see the essential and to grasp the main idea, because they would deal with actual occurrences in their daily lives. How would this do for such a school assignment?

WALTER DEWEY:

APRIL 3, '94.

1. Visit the cracker factory on D—street. Report how they make bread and crackers by steam power.
2. Take measurements and report on the mechanical exactness of a spider's web.

A. N. H.

This assignment is merely suggestive. Will not such reports do even more than afford a basis for instruction in English composition? They will teach boys and girls to investigate, to keep their eyes and ears open, to weigh the due relations and the importance of things. They may be made to awaken an active interest in nature and in the investigation of its secrets.

Plans for Getting School Libraries.

By W. W. BARNETT.

The first library I helped to establish was secured in the following manner. A book-case was donated by myself to the school. There were five shelves in the case and four rows of pupils in the room. I took one shelf, and each row of pupils took a shelf to fill with books. The contest was interesting. In a month the case was full of reference books and general literature.

When I first came to Houston, with the help of the teachers we had an entertainment at the close of the term and had nearly every child, in fact every child in school, in the entertainment. We made over a hundred dollars for a library.

A circular like the one I give below was a success, because it placed in the reach of the pupils all the juvenile and more advanced magazines and a nucleus for a library. Great enthusiasm was manifested by the pupils and a medal was given to the pupil who got the greatest number of memberships.

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Total 89.75

The circular read as follows:

BOYS' AND GIRLS' BOOK AND MAGAZINE CLUB.

To promote the best interests of our school, we are attempting to organize the Boys' and Girls' Book and Magazine Club of Schools.

The membership fee is fifty cents, and we earnestly solicit the parents of the children in our schools to help this cause, which cannot but result in good to all concerned. We solicit the aid of all good citizens whether they have children in our schools or not.

We know that this movement will result in the formation of a good school library. Every good book and magazine possible for us to obtain, will be procured and members will be allowed to use the same for a period fixed by the club. Efficient officers will be elected from the faculty and from the pupils.

We believe the Boys' and Girls' Book and Magazine Club has for its purpose the promotion of the best interests of the children; that if organized it will place in the reach of the poorest child the best mind products of this age, that it will lay the foundation for a good public school library. We therefore subscribe

amount
name of subscriber.

The above circular helped us to get \$89.75. This money was used in buying books and magazines. The pupils read the magazines and books with the greatest interest because their own efforts had been rewarded. A twelve-foot reading table was made for the magazines and there never seemed to be any lack of interest in the reading table. It was a great delight to see some of the poorer children who had no home opportunities at this reading table.

Need English Spelling Damage the Mind?

An able teacher finds very few insurmountable obstructions to education. Even the incongruities of our language, if intelligently handled, may be made a means of most valuable mental training. The English tongue of to-day, faulty and irregular as it is, is not an accident. It is a result of the same laws that have governed the growth of other tongues, working, however, under more varied conditions. In other words, it is an organism, and if studied as such, it cannot possibly inculcate "the pernicious notion that cram is better than thinking, and that common sense is a treacherous guide." It may, indeed, assist toward defining the limits of that domain that naturally falls under the rule of "common sense." It may aid in showing that logic is vain without adequate premises, and lead to the habit of looking for premises, or, in their absence, seeking and accepting authority.

The theory that every fact in the chain of knowledge can be most economically acquired by the pupil through reason or experiment is almost as dangerous an extreme in education as that which proposes the unreasoning memory as the sole gateway to intellectual acquirement. To wholly eliminate faith from the processes of school life is to ignore an element in human nature, and to set at naught the patient work of all past investigation. It is to place our children in the garden of Eden and to expect them in one short life apiece, to accumulate all the experiences that the race has accumulated in untold centuries.

It is not necessary to thus keep the world beginning over again, in order to cultivate the powers of self-reliant research. On this point, the philosophy of education is to lead the pupil to discover for himself, or to verify for himself, all that he can within the limits of his school period, and to take the rest on authority. A child so taught will be an inquisitive child. He will want to see the reason if he can, but will contentedly resign himself to at least a temporary exercise of "blind faith" when it is clearly shown him that to trace the apparent anomaly down to its "first cause" would take years of study. He will not become in after years an example of that "English orthodoxy" that can be made to "believe anything," but will simply learn to distinguish between those occasions when his present reason can avail him and those when it cannot, because of insufficient premises. This is a most important distinction.

To illustrate this much of theory as it bears on the practice of teaching English:

Pupil—Mamma, why must I call this letter double-u? It is not double-u, it is double-v.

Teacher—A long time ago, little one, the letter v was called u, and double-v was called double-u. The v has changed its name, but the double-v has not.

Pupil—Why do people say *himself*, mamma? It is not *himself* I mean, when I have to say it—it is *hisself*.

Teacher—I do not know, my child. All these strange things have a reason, away back in history, but there is so much to study that mamma has not had time to study just this. Perhaps, when you are a man, you will have time to read all the books that tell how words are made, and then you can tell mamma what you find out about them. At present she can only guess, and this is what she guesses. Long ago people did not know so much as they do now, and did not get even simple things just right. When they made the words, myself, thyself, himself, herself, itself, ourselves, yourselves and themselves, they made some of them correctly and some of them incorrectly, and the dictionary makers have not yet put their heads together to make the needed corrections. Perhaps they will, some day, but you and I will not wait for them. We will separate the correct and the incorrect forms right now; only, though we separate them in our minds, we must still content ourselves with the incorrect forms in speech and writing, because you and I are only two people, and not dictionary makers at that. So we cannot make the language over, but must take it as it comes to us. Now, let us see. You and I will each

take a piece of paper and divide it into two columns, heading one "correct" and the other "incorrect." Here are the eight words. We will write each in its appropriate column and when we have finished we will compare papers.

Pupil—Mamma, why is *pan* pronounced pan and *pane* pronounced pane?

Teacher—It is one of the laws of our language and also of the German, that *e* may be used to change the sound of the vowel it follows. Let us see how many words we can find in which the sound of *a*, *e*, *i*, *o*, *u* or *w* is changed by the addition of *e*.

Pupil—(Two days later.) Mamma, how do you pronounce *b a d e*?

Teacher—Just as if there were no *e* there. That is one of those little words that has not yet learned to obey the law. The English is a young language, as yet, and contains a great many of these wild words. Let us hope that some of them will be civilized during our short lives. In the older languages, the laws are much better obeyed, but in none is obedience quite perfect and universal.

Pupil—Why does the *o* in dough have a different sound from the *o* in bough?

Teacher—Possibly the two words originated in neighboring townships, which would be quite sufficient to give them a similar spelling with a different pronunciation. Even in our own country, and in these modern times, the *o* in road gets a peculiar twist in some states and the *ou* in house gets a queer curl in others. The dictionary makers find out all they can about the origin and history of a word and give us their judgment as to its meaning, pronunciation and spelling, and we who cannot give our lives to the study of language, must gratefully take their word and follow their advice in a great many things.

Pupil—Why are there three *m*'s in the word "mamma" and only two *p*'s in the word "papa"?

Teacher—I do not know, my child, but a great English novelist, Charles Dickens, always spelled mamma with two *m*'s. With him to lead the way, I think you and I may follow; and, if we call people's attention to the fact that Dickens dropped the unnecessary *m*, perhaps they will do so too. When a great many educated people persist in a simpler spelling for a word, the dictionary makers feel justified in giving it their authority; and when they adopt it, all the rest of the people soon fall in line. This is one way by which languages grow, and perhaps you and I can help the English language to grow by working hard at the word mamma. It would not do for us to try to *start* any change, though, because we have not done anything to win us the respectful attention of the people as Dickens has.

Pupil—Why do we say "it snows," mamma? What snows?

Teacher—The word "it" has always been used, in other languages as well as the English, to make certain expressions that are short and convenient for every day use. It is easier to say "it" is dark, than "the time" or "the place" is dark. "It snows" is a quicker means of telling me the state of the weather than "snow is falling." These expressions are very old, and no one has ever found fault with them, because, though not very logical, they are so very convenient.

Pupil—I don't like the study of spelling so well as the study of arithmetic, mamma. I have to work so hard to remember so many things that I don't understand.

Teacher—So you will, my dear, when you take up the study of anatomy. If, as you say, you are to be a physician, you will have to dissect the human frame and learn the name and function of every bone and tissue in the whole wonderful machine. For a great many of the facts you then learn you will immediately see cause and connection, and that part of your study will be very interesting. On the other hand, there will be very many facts that you cannot reach either by examination or inference, but must accept on the authority of older investigators and memorize as you do a part of your spelling. Later on, if you remain as earnest a seeker after causes as you are to-day, you will discover relations among these dry, separate facts that no one else has

seen, and possibly help the world on by making anatomical study plainer to students that will come after you. In the meantime, though you love to ride your bicycle and to exercise your reason, you must learn that they cannot take you everywhere you have to go.

In conclusion let me suggest that it is not the teaching of English spelling which is alone responsible for the mind-repression so much deplored by critics of our English orthography, but the inane teaching of English spelling combined with the equally inane teaching of other subjects. The same teacher that makes orthography a hurtful mental discipline will, as a rule, make geography and history equally hurtful. The teacher whose aim is to cultivate mind will manage to cultivate it, even if English spelling be one of the enforced means.

To the writer, the modern practice seems good in so far as it begins by teaching a number of words "by sight," then proceeds to evolve from these and from those freshly learned from day to day, the phonetic principles of the language. If this second process could be nearly or quite completed before taking up with the bugbear "oral spelling," the latter might thereafter be made a more intelligent exercise, really teaching through the ear, what many pupils fail to learn through the eye. But this solid foundation should be solidly built upon, great rocks being used for the up-going walls instead of little, separate grains of sand. The first reader pupil should be led to classify words as phonetically and unphonetically spelled. He should begin to group regularly spelled words and deduce the rules that govern their orthography. The third reader pupil should continue this and also begin to notice that there are analogies, even among the words he has set aside as irregular. By a constantly closer classification, he should gradually sift out those words for which there appears to be no rule or analogy. He should be led to account historically for the orthography of these when this is possible, and to content himself, for the rest with the simple word of the masters. With all this intelligent work at classification and research, the industrious conning of the hard words will not seriously hurt his mentality.

—Ellen E. Kenyon.

Spelling.

It is one of the aims of the good teacher to produce an accurate use of language; the great modification of the teacher's efforts known as "language work" only came about through the New Education. And it is agreed on all sides that there is better spelling in the schools to-day than at any time in the past. The notion that it counseled that spelling be laid aside by New Education teachers is wholly wrong. But the great aim of nine-tenths of the teachers was spelling only; spelling was put ahead of reading; to be able to spell accurately covered a multitude of educational sins. The New Education demanded that spelling be one of the aims of the teacher, one of his aims in his plans for teaching him language. The old education made him a slave to the spelling book; the effort was to broaden the teacher's work; to lift the pupil from his low position; to do something for him all around and in doing that not to lose sight of spelling.

1. In doing this broader work the teacher must know what were the words a pupil should know and be likely to use. A child of seven years has no business with "paradoxically," "euphemistic," etc. Words like father, mother, sister, uncle, horse, house, etc., etc., belong to his vocabulary. Knowing the proper vocabulary for each class the teacher centers his work on that.

2. The teacher causes him to write stories, problems, letters, etc., in which the words of his vocabulary are employed. There must be much of this. The child should learn to write as soon as possible; good teachers teach reading and writing simultaneously. Little stories are written and thus the right form of words impressed. This takes the form of "busy work" in good schools.

3. The pupil also *copies*, neatly, verses and other material; this takes the form of "busy work" also. The

material will be found in reading books or placed on the blackboard by the teacher, etc. This copying aids writing as well as spelling. Let it be noted that our useful knowledge of spelling is through writing.

4. There is thus imbedded in the student's being by this *doing*, i. e., this writing, an automatic comprehension of a sign of a sound. Its form is fixed by drawing it. To hear the word "caution" is but one step, to see it is another, to make it is another.

5. To write columns of words dictated by the teacher has a value, but not the value of using the words to express some thought. "In dissecting flowers we are obliged to proceed with caution." From the very beginning the pupil should be taught to use words not primarily to get their forms, but as means to a thought-end. The crutch is a means to aid locomotion; words are a means to aid thinking. The great end in one case is locomotion; in the other thinking.

6. For education the teacher should strive to have his pupils think and express themselves in written language. "As there is serious difficulty in getting the correct forms of words, methods must be adopted to impress the right forms. A *Practical Method*.—Suppose the teacher has one grade and in the Fourth reader; he must determine what words this grade should be acquainted with; they are not to be required to know all words—this was one of the mistakes of the old education. He must determine that they shall take up a certain part of this vocabulary day by day. Suppose it is 25 words. (This in a school year will cover 5,000 words.)

Copying.—He writes these on the blackboard and they copy them neatly; this may be "busy work," that is, he may write them before school, or a pupil may write them. Observe they are to be written *neatly*. (As these will be in columns, some teachers demand that each shall begin with a capital!!!)

Sentences.—Then these words are to be put into sentences and good sentences too, and neatly written; no slouch work permitted. This part should be examined by the teacher; the pupil should underline the words to be exemplified. Other words found misspelled should simply be crossed and these the pupil looks up in his dictionary and puts in a little blank book. *The words the pupil misspells are the ones to which he should give attention.*

Management of Verbal Pitfalls.—A teacher will find that some pupils will misspell many words in the sentences other than those in the list he proposes. Upon these much labor must be expended. Suppose *ought*, *fiend*, *fault* are the words A misspells. He must place these in his blank-book in alphabetic order. On certain days another pupil gives A such sentences as "We ought to obey our parents," "Satan is called the arch-fiend," "It was not Cæsar's fault that he was murdered." Thus the entire list of "verbal pitfalls" is gone over; over and over until the pupil can spell them correctly. Note, one pupil only in a class may misspell "ought" all the rest may write it correctly.

Use of Spelling-Book.—To give out one column of the spelling-book each day is poor practice. Let the teacher mark some of the words with a figure 1 (for first grade) others with figure 2 (for second grade) and so on. There should be no difficulty in a school mastering the words of the ordinary spelling-book if they are rightly taught.

Very much of the above work will come in as "busy work." To hear every grade spell a list of words is a serious waste of time; pupils learn to spell incidentally as they learn to talk—that is in doing the work of the school. So that *all lessons will be language lessons*, or spelling lessons. When a pupil writes a word he spells that word. The skill of the teacher will be shown in carrying forward the work of his school so that while doing that they will be learning to spell accurately. Solutions in arithmetic, descriptions in geography, statements in history, etc., will contain misspelled words; these underlined by a monitor (a good speller) will be added to the list (see "verbal pitfalls") and on these he will be examined.

In a class of thirty-five pupils 4th grade one pupil accumulated in a year 175 "pitfalls," another 23—this was the least. This shows that the first pupil should spend eight times as much study on the forms of words as another.

(a) A few rules aid: *smile, smiling*; (b) then as to *ei* and *ie*; (c) *able, ible, and eble*; (d) *their, there, two, too, to, etc.*

Finally, large readers are uniformly good spellers; encourage much reading.

A Glimpse.

By KAY.

The spiritual or æsthetic element is not a very conspicuous characteristic of the mind of the ordinary small boy. Indeed, nearly all will be ready to admit that the higher life has no attraction for the average child, but his delight is in the visible and carnal things of life. His tendencies are low, for he loves to grovel, and dig, and delve in all sorts of unclean and uncanny places, and generally with the least desirable of companions. He resents with scorn all efforts to keep him orthodox and proper in a straight and narrow path, and chooses instinctively a wide untrammelled place, with plenty of bypaths, in which his wandering feet may rove. He grows weary and tired of costly toys, but will treasure most carefully some trumpery article which he has secured by a system of trade and barter such as would have done credit to a North American Indian. That he has to fight to retain his property only enhances its value to him, for in childish bargains, one party always repents and demands his property back. He has many curious ideas and strange actions; he can look at you so artlessly and penitently, when you endeavor to convince him of the error of his ways, (he repeats the error next day, just the same) and you are forced to conclude that he is only a little animal.

But we wrong him when we think that he is utterly unimpressible and indifferent to the higher, holier, things of earth. Occasionally the veil is lifted and we get a glimpse of a fineness of feeling and a power of appreciation, that we did not dream lay hidden there.

Not long ago, a group of little ones, were eagerly admiring and criticising some pictures. For the most part they were only common colored pictures of children and animals, such as all little folks love, and these children were loud in their opinions of the merits and lavish in their praises of the pictures. One boy, the dirtiest by all means of a not very clean crowd, as mischievous, ragged, and disreputable a specimen as one could wish to see, was taking an eager interest in all, and giving his views very freely and impartially. With characteristic enterprise he spied one very different from the others and immediately seized it.

It was a picture of a lovely girl, gazing wistfully upward with a look of lofty earnest purpose, and infinite longing depicted in her beautiful, sad eyes. The little lad seemed to be deeply impressed by it, the other pictures had lost their charm, and long and earnestly he gazed at the pictured face. When he looked up he seemed to have caught a reflection of the spirit of the picture for his bright eyes had a new expression in them. "I like it," he said simply and wistfully. "It makes me think not to swear."

It was such a child-like remark, so simple and direct, not one word of admiration or praise, but it showed us farther into his little heart than we had as yet penetrated. He could not explain his feeling of admiration, could not tell us it pointed him to a higher light, or that it furnished him with a lofty ideal. But he did know that swearing was out of place in the presence of that face, and in a vague, undefined way its beauty and soul appealed to him, and inspired him with a desire for something he knew not what, great and good beyond himself.

As one looked at him, his ragged and forlorn appear-

ance did not appear so utterly hopeless, after that germ, capable of development within him, had been revealed by his own few words. For the Infinite love, had not failed to give, even the least of his children, a power of seeing and loving the good and the beautiful, that could be used to lift him even from the meanness and misery of the depths of earth.

As to Scholarship.

Most of those who are teaching to-day have a very meager preparation; they have merely a small knowledge of numbers, geography grammar, and spelling. Some set to work to increase their attainments, but a vast number in three years know no more than when they started. There are, however, some who have industry and the desire for knowledge that actuates their pupils; these are assiduous students; from this class come those who occupy the higher places and receive the higher salaries.

It may be stated as the proper thing for *every teacher* to be pursuing a course of study, aiming at a more thorough scholarship.

Letters come from time to time inquiring as to the best thing for the writers to do stating conditions which vary in each case. One reply is made to all: "Advance to higher stages of scholarship." This may be done practically in three ways, the normal school, college, or private study.

The vast number must take the third way, and how many start and stop! For the man or woman who has only a grammar school foundation the normal school (if it is a good one) will be better to aim than the college. The college demands a preparation in Greek and Latin: it will require four years to complete the course. These two facts will bar out many an ambitious student.

If a man or woman can take a course in a *good* normal school he goes partly over the college course; he can then obtain a situation in a town usually, where he may complete another part of the college course. He can study Latin by himself; Greek he may omit. By assiduous study for three or four years he may plant himself on the college foundation.

The great temptation of the normal graduate is the same as besets the grammar school graduate—to live knowing but a little. Against this he must strive as a man walking amid snowy fields strives against drowsiness. It is just as fatal. The advantage of the college is that it pushes its graduates further along, and they are forced to learn and they get the habit of learning. A normal school is really to be measured by what its graduates do in the way of study after leaving. It will be found, we are sorry to say, that the great majority pause in their efforts to obtain knowledge.

It ought to be firmly impressed on every teacher that he is able and strong in proportion to his scholarship; a teacher who is not a student never can be much of a teacher.

"The work that is to be done either in the recitation or the study hour should be of such a nature as to engage the child's physical activities as far as possible. The little child *cannot sit still and study*; he is not made that way. Some form of physical activity must accompany his mental processes. School is a dull place to pupils when the teacher attempts to make learners only of them and ignores the fact that they must also be doers. Indeed most of the disorder in school arises not from an inherent propensity to do mischief, but from an unappeasable restlessness, a pressure of vitality, which can find no escape in the cut-and-dried exercises of the school."

We shall, sooner or later, arrive at a mechanical equivalent of consciousness, as we have a mechanical equivalent of heat.
—Thos. Huxley.

The School-Room.

The Complement.

By "BEE."

PREPARATION.

Teacher's summary of a previous lesson to recall such concepts as are logically related to new lesson.

Teacher.—Our last grammar lesson, you will remember, treated of combinations of words into sentences. We found that words combined without related ideas would not form correct sentences. *The chicken smiled*, for instance, is a senseless combination because the ideas represented by the subject and the predicate have no relation, and, therefore, do not make the complete sense necessary to a sentence. Other combinations we saw were not properly arranged. *Grows India fine cotton in*, is not a sentence, because the words are arranged without regard to related parts—they are thrown together haphazard. We learned, also, that a sentence may contain but two words, if those words express an entire thought. Birds sing,—Roses bloom,—Dogs bark, are correct sentences.

PRESENTATION OF NEW LESSON.

Teacher.—I have used but two words in every sentence on blackboard. Let us see if more are needed to make complete thought.

TO BE WRITTEN ON BLACKBOARD.

- | | |
|------------------------|-------------------|
| 1. Franklin lived | 6. George shot |
| 2. Franklin invented | 7. George ran |
| 3. Franklin was | 8. Brutus stabbed |
| 4. Columbus was | 9. Brutus was |
| 5. Columbus discovered | 10. Brutus died |

You may all read sentences silently. Which ones may take the period without additional words? "The first, the seventh, and the tenth."

Henry may put the terminal point after each of these sentences. "In reading the sentences,—*Franklin invented, George shot, Brutus stabbed*, the questions which naturally arise are: Invented what? Shot what? Stabbed whom? The ideas expressed by those sentences seem unfinished. We notice then, that with certain verbs, such as those in sentences one, seven, and ten, the action or condition is confined to the subject; while with other verbs the action or condition passes outside of the subject, and affects something else.

Verbs which do not require another word to fill out their meaning are called *complete* verbs. What must all other verbs be? "Incomplete." The word used to complete the meaning of a verb is called a *complement*, a word which is contracted from *complement*. (Use of blackboard.)

Now, tell me what sentences do not need a complement? "One, seven, ten." Why not? "Because the verbs are *complete*." What are *complete* verbs? "Those whose action or condition does not pass beyond the subject." Why are other verbs called *incomplete*? "Because the action or condition expressed by them, passes beyond the subject, and another word is needed to complete the thought."

Henry may put a *completing* word after the second, fourth, and fifth sentences. Class reads the completed sentences.

- (2) Franklin invented the *lightning-rod*.
- (4) George shot a *rabbit*.
- (5) Columbus discovered *America*.

Since the words *lightning-rod, rabbit, America*, are needed to complete these sentences, what shall we call them? "Complements." George may put *complements*, after sentences third and fourth. Class may read.

- (3) Franklin was a *philosopher*.
- (4) Columbus was a *navigator*.

Since *philosopher* and *navigator* are needed to complete the meaning of these predicates, what must we call these words? "Complements."

What was the complement in second sentence? "*Lightning-rod*." Is it a word entirely different from subject? "Yes." Name complement in third sentence. "*Philosopher*." Is it a different word from subject, or is it only another name for Franklin? "It is another name for Franklin." Can we say with equal sense, A philosopher was Franklin, or the philosopher Franklin? "Yes."

Take fifth sentence and apply answers which are appropriate to them. "Navigator is another name for Columbus, because we may say, A navigator was Columbus, or, the navigator, Columbus."

Can you say Franklin was *wise*? Columbus was *brave*? "Yes." To what part of the sentence does *wise* point? "To the subject, Franklin." *Brave*? To the subject, Columbus."

What is the *complement* in sentence fifth? "*America*." Does

that word *point* to the subject, or is it a different word? "It is a different word."

When a complement points to the subject, or is only another word for the subject, we call it an *attribute* complement. But when the *complement* is an entirely different word from the subject we call it an *object* complement.

DRILL.

Brutus stabbed—whom? Can any one tell? "Caesar."
Brutus was—What? "An assassin."
Brutus died. No question suggested,
In which sentences are verbs complete? Repeat sentences with *incomplete* verbs.

Why is verb complete in — ?

Why are verbs incomplete in — and — ?

Give a *complement* to first sentence.

Is it an *object* or an *attribute* complement?

Give reason for your answer.

Give an *adjective*, as an attribute complement to second.

Give a *noun* as an attribute complement to second.

In complete verbs which take an object complement to fill out their meaning are called *transitive verbs*. *Incomplete* verbs which take an *attribute* complement are called *intransitive verbs*. Very many intransitive verbs are also *complete*.

We have so much to learn about both transitive and intransitive verbs that we must consider these subjects in another lesson.

APPLICATION.

You may copy upon paper these five sentences from blackboard. Add to them five sentences of your own construction. Draw your sentences as far as possible from your geography, history, and other text-books.

Give complements to sentences that require them, and place proper terminal points. Try to recall the questions which have been used in class relative to such sentences, and give answers in proper language. Make use of your grammar for reference.

These sentences will form basis of to-morrow's lesson.

WORK LEFT UPON BLACKBOARD.

- (1) South Carolina exports —
- (2) Washington Irving wrote —
- (3) Gen. Sherman overthrew —
- (4) Rhoderick Dhu was —
- (5) Grover Cleveland became —

Language in Primary Grades. II.

By DORA COX FRYE.

THE PARTS OF THE SENTENCE.

You have already told us that in order to *think, we must put together in our mind, two or more related ideas*; that the ideas thus put together form a thought; and that the group of words which express a thought forms a sentence. Look about the room a few minutes and express to me your thoughts, and I will write the sentences.

- (1) "The clock ticks."
- (2) "The bell rings."
- (3) "Girls study."
- (4) "The board is black."
- (5) "The chalk is white."

The first sentence expresses what ideas? ("Clock" and "ticks.")

How are they related? ("Ticks" tells what the clock does.)

Which idea did you have in your mind first? (The idea of the clock.)

In the other thoughts which you expressed, which ideas occurred first in your mind? ("Bell;" "girls;" "board;" "chalk.")

The idea which we have of some object, or, the thing which we think about, is called the subject of the thought. Think a moment, then each of you point to the subject of your thought if possible. (The ink-stand, pencil, book, and desk are pointed out.)

The idea which you had about the object to which you pointed is called the predicate of the thought. Let us write those two words, "subject" and "predicate" and remember how to spell them. Now, how many parts must a thought have? (Two; a subject and a predicate.)

How can we express these parts? (By words.)

Then each sentence must have two parts: the word which names the subject of the thought is called the subject of the sentence; and the word which names the predicate of the thought is called the predicate of the sentence. A number of exercises should now be given for the class to classify the parts of the sentence, and there is no danger of their becoming too familiar with these parts. When they can readily name the subject and predicate of sentences in which the predicate names an act of the subject, then take up some sentences like (4) and (5) given above.

In "The board is black" how are "board" and "black" related? ("Black" tells what kind of board.)

Can you express your thought by simply naming the ideas "board" and "black"? (No.)

Why? (You would not know whether the board is black or not.)

When you say "The board *is* black" what enables me to know? (The word "is.")

Then in that sentence we may call "is" the *telling word*. (The term "copula" may or may not be given at this stage. I think the average child in the third grade will understand it if the significance of the word be carefully explained. There certainly can be no objection to increasing the child's vocabulary to the extent of his understanding.)

Much composition work should follow the lessons given above. The work given below may be suggestive,

Supply predicates:—

Children —
Horses —
The man —
The cat —

Supply subjects:—

— run.
— runs.
— fly.
— flies.
— sing.

Supply telling words:—

These apples — good.
This apple — good.
The girls — tardy.
That horse — lame.
My slate — broken.

It is also very helpful and interesting to have the children in turn prepare some exercises similar to the above, for the class to fill out.

Persian Rugs.

In some parts of Persia the business of rug-making is very extensive, whole families and tribes being devoted to it. There are no schools nor classes for learning rug making; everybody makes rugs because their fathers and mothers made them, and they seem to know how by instinct.

Of course the loom is an important piece of furniture in a Persian rugmaker's home. It usually stands on the porch or under a tree in the courtyard. The frame is made of rough branches of trees with the bark left on. The warp is of linen or wool, or sometimes of cotton, and is stretched on the frame of the loom from top to bottom. The weaver sits before the loom upon the ground, either barefooted or in stocking feet, in the posture which all Persians take, whether rich or poor.

The wool, or woollen stuff, is reeled by the rug-maker himself. He not only dyes the wool, but makes the colors. They are made from vegetables and never fade. Indeed, the colors will outlast the wool itself. The aniline dyes imported from Europe would have a bad effect on the Persian rugs, but the use of these dyes is strictly forbidden, and they are employed with caution.

The rug-maker cuts the many colored threads into short tufts, then he twists them into the warp with his fingers, and so forms the wool. He works from the wrong side and very slowly. He seldom follows any particular pattern very closely, but does much as his fancy dictates, which gives each Persian rug a particular charm. When the weaver has twisted a row of wool into the warp, a frame with teeth is hammered down upon it till it is a part of the layer below.

The Persian rugs and carpets vary in texture; some having a loose, some having a close warp, while the pile may be long or short. They are delicate fabrics, and not intended to be walked on with heavy shoes. There is a great deal of cheating about Persian rugs, and often what seems to be a complete rug is pieced out of several old ones. So in purchasing old rugs there is something to think of besides the beautiful colors.

—Adapted from Harper's Bazar.

Papyrus.

Papyrus is a plant which is often found in the greenhouses of England and America. It has very tall stalks, eight or ten feet high, and on the top of each stalk is a hairy tuft of the fiber. It is a water plant, and is found in the marshes of Sicily, but at the Nile delta where it was once so plentiful, it is no longer found. The people of the delta who were careful to prevent the spread of its cultivation, neglected it after a while, and parchment was used instead. The Copts of Egypt manufactured paper from reeds after the papyrus plant had grown scarce.

The stalks are slender, about an inch and a half in diameter, and are of a pithy substance. The Egyptians sliced these stalks very thin, then put them in layers on the floor, putting on another layer at right angles, covering them with a heavy weight. The plant was full of a gummy substance which made the pieces adhere, and when the double layer was dried and pressed it was all

ready for writing. It was made up in long rolls and the writing was in columns side by side upon it; so, instead of turning pages, the reader kept unrolling toward the right, and rolling up on the left, as he was ready for a new column.

It was all the paper the ancients had, and the Romans and all the rest of the world went to Egypt for it.

These rolls have been preserved by being sealed up in earthen pots, which were used to hold valuables, or laid away with the dead, who were supposed to want their favorite books. Many of the rolls thus kept have been found. But there is another curious way in which the papyrus writings have been kept. Sometimes wood failed, then the Egyptians made a sort of coffin by gluing the waste papyrus together. Much of this was covered with writing, and after washing the mud off explorers have found bits of household accounts, letters, wills, and scraps from classic authors. The letters give a pleasing glimpse into the home life of these people, for they are full of kind and affectionate messages for relations and friends, and details of their farming and business.

So the study of the old papyri throws much light on the "men and manners" of the ancient Egyptians.

An Experiment.

We held, with paper-holders, two argand lamp chimneys over the flame of an alcohol lamp, as represented in Fig. 20, directing the upper end against the window-pane. A considerable quantity of steam collected on the window-pane and trickled down in drops.

There seemed to be a strong upward current through the chimneys which directed the flame sidewise.



Fig. 20

Similar experiments, with various kinds of flames, revealed the fact that water is formed in them all and rises above them in the form of an invisible vapor or steam. It was noticeable, however, that a much larger quantity of water is formed from some flames than others. An alcohol flame yields a very abundant quantity of water and a comparatively small amount of carbon while a tallow candle yields large quantities of carbon and less water vapor.

We conclude: 1. That fuels, in general, contain carbon, and something else which, when burned in air, forms water.

2. That most things which have been intimately connected with the life process form, when burned, the same products as ordinary fuels do.

3. That matter is not annihilated when it is burned but only changed in form. Dead bodies and offal when cremated are changed to harmless substances as water-vapor, and "the gas which turns lime-water milky."

—From Woodhull's "Simple Experiments."

A Serious Aphair.

An editor of a newspaper in one of the Western states, called the *Rocky Mountain Cyclone*, opened the first article of its first number as follows: "We begin the publication of the *Rocky Mountain Cyclone* with some phew dipiculties in the way. The type phounder phrom whom we bought the outphit phor this printing orphis phailed to supply any ephs or cays, and it will be phour or phive weecs bephore we can get any. We have ordered the missing letters, and will have to wait until they come. We don't lique the loox ov this variety ov spelling any better than our readers, but mistax will happen in the best regulated ov phamilies, and iph the cees and exes and qus hold out we shall ceep [sound the c hard] the *Cyclone* whirling apther a phashion till the sorts arrive. It is no joque to us; it is a serious aphair."

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Supplementary.

Twilight Hours.

BY JARED BARHITE.

1. I love to spend the twilight hour When stars their radiance o'er me cast, With
that benign mys- ter-ious power Which calls up mem-ries of the past, And
brings a-new the scenes of yore Like sacred perfume from some shrine Whose
hallowed influence ev - ermore Proves life and love of birth divine.

REFRAIN.
Sweet twilight hour! Sweet twilight hour! How blissful is thy mag-ic pow'r, At
thy return new strength is given To lead me to the gates of heaven.

dim.

I love at such an hour as this
To hold sweet converse with my soul,
Anticipate a promised bliss,
Or memory's charmed page unroll;
To feel life's not alone for me,
But has some aim, some end, some plan,
Which to the soul gives dignity,
And leads toward heaven a fellow man.
Refrain.

I love at twilight hour to see
The lamps of heaven in glory shine
With beacon light effulgency
To guide me to that land divine
Where dwell the loved of former years
And where no sorrow e'er may come,
Where God shall wipe away all tears,
And I shall find abiding home.
Refrain.

Oh, twilight hour, how sweet thou art!
Thy coming oft relieves my pain,
Thy soft communings with my heart,
Prepare me for life's toils again;
Drive thou away my sordid thought,
And give my soul augmented power;
Teach me to use thee as I ought,
Thou holy, blessed twilight hour.
Refrain.

A Little Schoolma'am.

(With three dolls arranged in a row on chairs.)

Melinda Jane, and Kate, and Nell,
It's time you learned to read and spell.
Come, now, and say your A, B, C,
Hold up your heads and look at me,
For, if you never learn to read,
What stupid dolls you'll be, indeed!

All ready now: A, B, and C—
What is the matter? Oh, dear me!
I cannot hear one word you say!
Why, Katy dear, don't turn away:
Sit up again and listen—there!
She's fast asleep, I do declare!

Well, never mind, where's Grandpa's cane?
Now look at me, Melinda Jane,
You needn't think that this is play;
For I shall keep you here all day,
And make you read before you go:
I know what's good for dollies—so!

Now say A, B—Look this way, Nell:
You speak so low, I can't just tell.
Melinda Jane, why don't you try?
Oh, dear! I'm tired enough to cry!
I think I'll stop, and go to play,
And try again some other day.—*Selected.*

Little Boy Blue.

The little toy dog is covered with dust
But sturdy and staunch he stands,
And the little toy soldier is red with rust,
And his musket molds in his hands.
Time was when the little toy dog was new,
And the soldier was passing fair
And that was the time when our Little Boy
Blue
Kissed them and put them there.

"Now don't you go tell I come," he said,
"And don't you make any noise."
And toddling off to his trundle bed
He dreamt of the pretty toys,
And while he was dreaming, an angel song
Awakened our Little Boy Blue,
O, the years are many, the years are long,
But his little toy friends are true.

Ay, faithful to Little Boy Blue they stand,
Each in the same old place,
Awaiting the touch of a little hand,
The smile of a little face,
And they wonder, as waiting the long years
through
In the dust of that little chair,
What has become of our Little Boy Blue
Since he kissed them and put them there.
—*Eugene Field, in America.*

I Shall Not Pass Again This Way.

The bread that bringeth strength I want to give,
The water pure that bids the thirsty live;
I want to help the fainting day by day,
I'm sure I shall not pass again this way.

I want to give the oil of joy for tears,
The faith to conquer crowding doubts and fears,
Beauty for ashes may I give away,
I'm sure I shall not pass again this way.

I want to give good measure running o'er,
And into angry hearts I want to pour
The answer soft that turneth wrath away,
I'm sure I shall not pass again this way.

I want to give to others hope and faith;
I want to do all that the Master saith;
I want to live aright from day to day,
I'm sure I shall not pass again this way.—*Selected.*

Teachers' Helps is the name of a popular catalogue of Books and Aids for teachers. Send a postal to E. L. Kellogg & Co., of New York, for it. You aim to have a good school. This will be a great help to you.

Editorial Notes.

In Germany and Austria one occasionally hears of teachers who have served the schools for fifty years or more. But the following record can hardly be equaled anywhere: In the almost two-hundred year old public school at Leuterheide, Rhine province, the teacher who has been active there for forty years is only the fourth teacher. According to this all four teachers must have been at their post each about fifty years. One has taught even 59½ years. As the present teacher is in good health it is very probable that in seven years—the school was founded 1701—the institution will celebrate its two hundredth anniversary, and having been taught in all this time without interruption by only four teachers.

S. B. Sinclair, M. A., formerly principal of the teachers' training school Hamilton, Ontario, was at the beginning of the present year appointed lecturer in psychology, and mathematics in the Provincial normal school, Ottawa. He delivered the opening address to the students of the present session, and in it urged the importance of the solution of the professional problem. An extract from this is printed on page 216. Other extracts will be in a later number.

Particular attention is called to the article on professional advancement through a systematic course of study of pedagogy and its related branches (page 215). Those who wish to learn more of the plan outlined there will do well to send a postal card to E. L. Kellogg & Co., 61 East 9th St., New York city, asking for a copy of their letter "To Students of Pedagogy."

The New York constitutional convention is nearing its end. Out of about 300 amendments presented there are only four that are likely to be submitted to the votes of the people. Among them are two of particular interest to teachers: (1) The educational article mentioned in a recent issue of THE JOURNAL which makes the Regents of the University a constitutional body and refuses state aid to denominational schools unless recommended by the State Board of Charities, and (2) the article which makes the State Board of Charities a constitutional body, and, strange to say, with power to nullify the educational article. The latter amendment should not be adopted till so changed that it will not conflict with the sensible article relating to public education.

The *Northwest Magazine* recommends "lung baths" for the healthy development of the lungs. It writes: "Did you ever hold a watch and see for how many seconds you could keep a stream of air flowing into your lungs? If not, make the test, and you will find that no matter how small the stream, you cannot keep it constantly flowing in for more than fifteen, twenty, or possibly thirty seconds; but if you will try two or three times each day, you can double the time within two weeks. The boy or girl who will try this and keep it up regularly for a year, will not be likely to die of consumption, and should they ever become public speakers or singers they will be very thankful that they commenced when young to take the "lung baths."

A twelve-year old New York City girl, who is said to be exceptionally bright for her age, attempted to commit suicide by drinking carbolic acid. Her dread of returning to the parochial school which she attended until last June is given as the cause of the trouble. She had no intention of killing herself, saying that, all she wanted to do was to prevent her parents from sending her back to school.

In sitting, the child must be provided with a comfortable chair, adapted to his size and height, writes Elisabeth Robinson Scovil, in a helpful article on "The Physical Culture of Children," in the September *Ladies' Home Journal*. He should be made to sit well back in it, and not on the edge when he has to occupy it for any length of time. The back, should, if possible, give support to the small of the back as well as the shoulders. In working at a desk it should be of such a height that he can easily see his work when sitting erect by bending his head, instead of inclining the body at the hip joints. The upright position helps to expand the chest and keep the shoulders in their proper place. Its use soon becomes habitual if it is insisted upon.

Leading Events of the Week.

The Japanese withdraw their promise not to attack Shanghai unless the Kiang-Nan arsenal there is closed. The Chinese arranging to buy warships from Chile. Admiral Ting degraded because he did not prevent the Japanese fleet from entering the Gulf of Pechili. A Japanese warship reported sunk and a Chinese transport wrecked.—The Pope preparing an encyclical letter announcing the absolute supremacy of Apostolic Delegate Satolli in the United States.—Ex-Premier Stambuloff attacked in the streets of Sofia.—Three nobles who opposed Emperor William's Russian treaty suffer a social snub.—The Hawaiian election for the choice of a legislature to take place Oct. 29.—Death of the count of Paris, head of the house of Bourbon.—Signs of a trade revival everywhere.

Editorial Correspondence.

I have lately visited England's great educational center, Oxford. I cannot find room to describe all I saw and shall only mention a few things. It will aid to bear in mind that most of England's colleges are grouped in two places—Oxford and Cambridge—as though all of the American colleges were gathered in a similar manner in two cities instead of being scattered over the country. Think of Yale, Harvard, Columbia, Cornell, Ann Arbor, LaFayette, and a dozen more of our great colleges existing in a city of about 40,000 inhabitants; this is the case with Oxford.

New college was founded in 1379, the city walls being on one side of its grounds; most of the buildings stand as then planned. You enter a low archway and find yourself in a court covered with bright green grass and surrounded with the dark walls of the dormitories; crossing this you pass under a second archway and another court as beautiful as the other opens before you; beyond still farther are lovely gardens; this college, as all the rest, has a chapel, or church as we are prone to call it in America. Full choral service is performed by a surpliced choir twice daily. One could spend a full day in looking at this chapel, its noble tower, its monuments, its curious architecture, its statues, its portraits and stained windows.

What has been said of New college could be said of all the others with the variations each would demand; but there is no sameness; each is unique; one has the feature of age, another of architecture, and so on. There are in all, if I remember aright, twenty-eight colleges. My brief stay would not allow me to visit all. The British association was in session here at the time of my visit, and that had living attractions so that I can only give some random notes.

The library in Queen's college is the most extensive of all; in some there is no apparent effort to have a library, as the Bodleian is accessible to all. A court, dining hall, chapel, and dormitories were the four essentials. In this college the students as we would say, the "members" as they say here, are summoned by a trumpet to dinner. St. Mary Magdalen (pronounced Maudlin), founded 1458, surprises more by its architecture than any other. You enter through an archway and are in a fine court; you pass through this to the right and are in one still more spacious; turn to the right and you enter a small one in which a massive ivy-clad tower stands; crossing the second court you come to a large one of two acres; crossing this you come to a lovely park through which a branch of the Thames runs; under the trees is "Addison's Walk." There is still another court, in fact the buildings and courts cover twelve acres; the park contains one hundred acres. Here in the chapel, too, is a twice daily service by a surpliced choir; the tower has a chime of two bells. I was particularly interested in visiting the church of St. Mary the Virgin; here the "Bampton lectures" are given which are read with deep interest in America. Here was Cranmer brought in 1556 to recant his Protestant opinions. Who has not that event fixed in his memory? Two years in this place before he had given his views concerning the sacrament, imprisoned, and threatened with fire he recanted, then he returned to his first position, saying, "For as much as my hand offended in writing contrary to my heart, my hand therefore shall first be punished." He was returned to prison and saw from his window in October of the next year Ridley and Latimer burned at the stake—the point is marked by a flat cross in the roadway in front of Balliol college; the charred foot of the post to which he was chained when he was burned is shown in the museum. A beautiful monument has been erected to these three martyrs.

I visited several of the dormitories or students' rooms. A door from the court leads into a small hall; to the right or left are doors; each leads to an apartment, stairs lead up to two more. A student's apartments are two in number, a study and a bedroom. In all cases the bedroom has a good window opening out. There are no dark bedrooms, at least none were shown me. Some of the study rooms were large, too large to be furnished and heated without considerable expense.

I cannot give any exact information about college life; the official who accompanied me spoke very guardedly. I gathered these facts. The revenues of the college are very large indeed; some of the principals (presidents, we would say) draw big salaries; the lands given having greatly increased in value during the five hundred years that have elapsed. The young man who has money or rank receives marked attention, the latter compels obedience from the faculty. It is a costly affair to go to college at Oxford. There is the same reverence for Latin and Greek as was felt in the middle ages. To be able to write Latin and Greek verses is considered the most worthy object for the student. There is no close supervision of the student; if he is able to pass the examination at the end of the year that is enough. Many students employ tutors; there are former graduates, usually clergymen, waiting for a church, who are glad to come to a student's room daily and drill or coach him. Questioning by the professor in class-room is unknown. An enormous amount of time is given to boating in the spring and fall. The effect of the daily church

service is not specially apparent—that is, the graduates are not considered as actively religious.

The above feebly represents my sentiments concerning the interior of imposing Oxford. I could not but feel that my informant wished that much was different, very different. To all suggestions he gave the same reply often heard here, "That may come about in two or three hundred years." No one sees how slow the British move more than they do themselves. I mean the thoughtful ones.

In the immediate vicinity of Oxford is Cumnor Hall from whence the body of Amy Robsart was brought in 1560 and put in the choir of the church of St. Mary the Virgin; a marble slab in the floor has her name on it. Walter Scott has made her immortal in his "Kenilworth." In the Bodleian library is an autograph of William Shakespeare, and while looking at this the assistant librarian told me that he thought it could be shown that Shakespeare was not the author of the plays attributed to him; nor that Bacon could claim that honor. If there is an American publisher who desires to create a sensation let him put himself in communication with this librarian. In another case is the very book held in Shelley's hand when found on the seashore after the storm that wrecked his boat.

I had often wondered why one of the colleges had the name "Brasenose;" a graduate told me because the ancient knocker was a brazen nose and showed me a knocker made of brass in which a nose truly appeared to constitute the main part of the structure; it is jealously guarded in the dining hall. But alas! an iconoclastic fellow from an adjoining college declared that "Brasenose" college simply occupied the former site of a "brasenhuis" or "brew house;" the English would have dropped the *A* in pronouncing this word—in the thirteenth century the same as to-day, only more so—hence the name "Brasenose!"

It seems that the instruction given before about 1520 in the colleges was extremely narrow. When Corpus Christi was founded a professor for each of the Latin and Greek languages was first appointed. John Keble gained a scholarship in this college in his fifteenth year; his is a name held in reverence; Keble college, a magnificent set of modern buildings opened in 1870, is a faint testimony to the esteem felt for him. The dining halls were important features in the old English colleges for the reason that they corresponded to the refectories of the abbeys; the old colleges were abbeys devoted to instruction. The hall in Christ church surprises the beholder; it is 115 feet long, 40 wide, and 50 high; the walls are adorned with magnificent portraits. The court or "quadrangle" (abbreviated to "quad") is 264 by 261 feet, 1½ acres. This college claims John Locke, Gladstone, Salisbury, Rosebery as graduates—the last three being premiers in succession; in fact, a good deal of glory clings about this ancient seminary of learning.

A. M. K.

Education in China.

In no country is education more highly esteemed than in China, says a writer in the *Nineteenth Century*. The child of the workingman, as a rule, cannot hope to get more than a mere smattering. But scattered through the country are numberless families, the members of which for generation after generation are always students, and from whom, as a rule, the officials come. They have no knowledge of any business or trade, and preserve their position with great tenacity, even when hard pressed by poverty.

Rich parvenus, as a matter of course, engage tutors for their children; and in the humblest ranks of life occasionally parents will stint themselves to give an opportunity to some son who has shown marked intelligence at the village school. But neither of these classes compete on an equality with those to whom learning is an hereditary profession. The cultivation and intellectual discipline prevailing in such families give their members a marked advantage over those who get no help of the kind at home, and who must, therefore, depend entirely on what they learn from their paid teachers.

The orthodox scheme of education is entirely concerned with the ancient literature of China. The original works which occupy the student's attention were for the most part written before the literature of either Greece or Rome had reached its prime. But there are commentators belonging to later periods who must also be perused with diligence. China has not seen an influx of new races, such as have overrun Europe since the days of our classical authors; but still, from mere lapse of time, the language of the country has greatly changed, and the child beginning his studies cannot without explanation understand a single sentence, even if he has learned to read the words of the lesson which he has before him. The student makes himself acquainted as thoroughly as possible with these classical works. The more he can quote of them the better, but he must master the matter contained in them as well.

He must get to know the different readings and different interpretations of disputed passages, and, finally, he practices himself in prose and verse composition. In prose he carefully preserves the ancient phraseology, never admitting modern words, though there are certain technicalities of style which will prevent his productions from being an exact imitation of the ancient literature.

His verses must be in close imitation of the old-time poets. They must follow elaborate rules as to rhythm, and the words must rhyme according to the classical sounds, which are very different from those of to-day.

Mrs. E. B. Harding who has taught for several years in the schools of Mansfield and Shreveport, La., has been engaged as instructor of drawing, elocution, vocal music, and physical culture, in the Normal college of Florence, La.

The eminent philologist and Egyptologist, Professor Heinrich Karl Brugsch (Brugsch Pasha), of the University of Berlin, died last Monday. His principal published work is the "Demotic and Hieroglyphic Dictionary" which is one of the great sources of information on ancient Egypt.

The New York city schools opened this week with an attendance of about 160,000. Accommodation for 15,000 more pupils has been provided. As certificates of vaccination are required to obtain admission into the public schools, the physicians of the Bureau of Contagious Diseases have been kept very busy by youthful recruits.

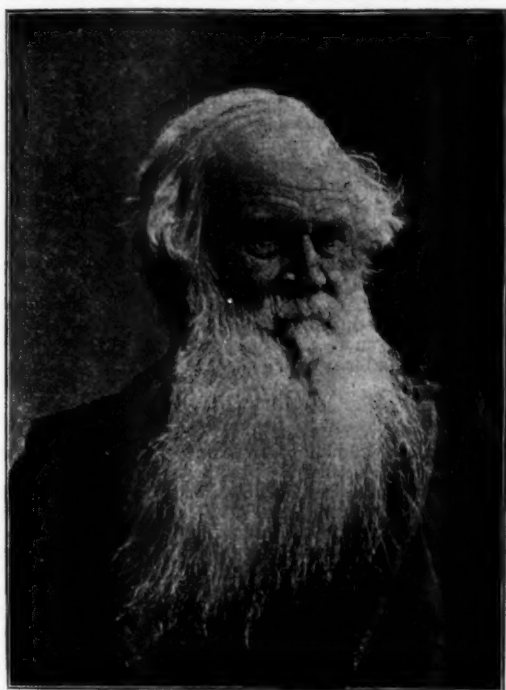
Of over five million children in the public elementary schools in England 890,000 pay for their schooling, but of these half a million pay no more than a penny a week, according to a recent official statement. Of the "voluntary schools" in which the whole or part of the tuition is paid by the parents, 5,000 receive from 10 to 20 shillings a head for the children in attendance, 4,000 between 5 and 10 shillings, and 5,000 under 5 shillings.

For several years the members of the primary normal training classes of Indianapolis have maintained a Fröbel club, for the study of Fröbel's principles. Mrs. Eliza A. Blaker is its president and Mrs. Laura B. Nash corresponding secretary. Last spring steps were taken to raise a fund among the alumnae of the normal training school, for the support of a free kindergarten. Miss Mary Logsdon the secretary of the committee on this fund reports encouraging progress.

The Boselder county, Utah, summer school for teachers was a success. Besides a large number of Utah teachers there were several from Idaho. Professor W. M. Stewart had charge of the classes in pedagogics, psychology, arithmetic, and grammar, and Professor C. A. Whiting gave instructions in physiology, physical geography, physics, U. S. history, and botany. Miss Ella Chase, a graduate of the Utah university training school, was chosen to supplement the lectures on pedagogics by illustrative class exercises with children.

As is its annual custom the *Annals of the American Academy* for September contains a list of the students in American colleges who obtained during the past year the degree of Ph. D. for work in political and social science, economics or history, together with a list of the appointments for the coming year to fellowships and post-graduate scholarships in the above subjects. It appears from these lists that twenty-three students received the degree of Ph. D. from nine universities. Cornell, Johns Hopkins, and Michigan university each conferred this degree on four students, Yale and Columbia each on three students, Pennsylvania university on two students, and the University of Chicago, University of Wisconsin, and Ohio state university on one student apiece. At ten universities, fifty-nine students have been appointed to fellowships for the coming year in political and social science, economics or history. The University of Chicago leads with twenty appointments, Columbia being second, with eleven; Johns Hopkins, third with eight, and Harvard, fourth with six. Cornell and Wisconsin university each have five, and Bryn Mawr, Iowa university Texas university, and Washington and Lee university each one.

Teachers who are complaining of the restlessness of their pupils' feet will be interested in the theory of Dr. Emil Young, professor of physiology in the university of Geneva, who predicts that human legs are doomed to vanish in the course of time. He is of the opinion that in course of a thousand years the human race may have lost the necessity of the use of legs, and retain those members of the body solely as ornamental survivals. The reason for the professor's distress is that men refuse more and more to walk, though walking is the wholesomest of physical exercises. Steam, electricity, the rope railways, tricycles and bicycles, have changed the whole aspect of Swiss touring, as he says in his own generation. "Everybody seems anxious to get everywhere anyway except by the use of his legs." In another generation, he supposes, our traveling balloons will hang outside our windows, or our electrical coaches stand outside our doors. They will be produced so cheaply that every man would have his own chariot. Hence our legs will become superfluous, then they will be crippled, and shrink to hideously small dimensions, until at last they will finally disappear. Our arms, on the contrary, will correspondingly lengthen and strengthen. What an inspiring picture of the coming man! However, in one point we agree with Dr. Young: "While our legs remain let us march all we can."



DR. HENRY BARNARD.

"To no man living does the common school system owe so much as to Dr. Henry Barnard, of Hartford, Conn. He was a pioneer in education before Horace Mann began his work; he has published more works upon education than any other man in the world."—Col. F. W. Parker in "*Talks on Pedagogics*."

Professional Advancement.

A SYSTEMATIC COURSE OF PEDAGOGY.

With the September number *EDUCATIONAL FOUNDATIONS* enters upon its sixth year. The words of cheer that have been received from friends in the United States, England, Canada, Hawaii, and Germany show that our work is appreciated. Dr. Harris, United States commissioner of education, says, "I find the whole series very good." Dr. Boone, author of the "*History of Education in the United States*," says, "*EDUCATIONAL FOUNDATIONS* is a most helpful publication. The plan is excellent." Pres. G. Stanley Hall, of Clark university; Dr. James A. McLellan, of the University of Toronto; Prof. Sinclair, of Canada; Her British Majesty's inspector, T. G. Rooper; Pres. De Garmo, of Swarthmore college; Dr. J. Baldwin, of Texas; Supt. Phillips, of Birmingham, Ala.; Dr. Levi Seeley, and many other well-known leaders of educational thought highly commend this magazine.

With such encouragement it is a pleasure to go forward in the direction followed in the past, fully convinced that the work is needed, and that by making it an indispensable assistant to teachers desirous of advancement, it will contribute to the uplifting of the professional character of teaching.

The present volume will be in every way an improvement upon the one of last year, both as regards contents and systematic arrangement and sequence.

It has been deemed best after consultation with men and women engaged in the training of teachers, to limit the history course to outlines of the lives and educational ideas of not more than ten of the world's greatest pedagogic thinkers—one in each number. An attempt will be made to show the relation of one to the other, so that the series will present a continuous whole, embodying all that is most necessary for the teacher to know in this particular branch of pedagogics.

Under the head of "Principles" will be given a series of articles on the fundamental principles of teaching, representing a systematic course. Ethical foundations will be made clear by occasional articles explaining and emphasizing their importance and practical bearings. The study of the psychological foundations will be given to *apperception*, presenting a complete outline by the greatest living authority on the subject, Dr. K. Lange, the author of the classic monograph on "*Apperception*" (translated by the Herbart club). This outline is specially translated for this volume from Prof. Rein's "*Encyclopädisches Handbuch der Pädagogik*" which is now being published in Germany. The notes that have been added by the translator will, it is hoped, enhance

the value of the series to those who seek light on this important subject.

Apperception is the basis of all rational procedure in teaching. A method that does not build on this foundation is a waste of valuable time. The department of "Method" will emphasize this point. The series of "Educational Maxims" by the editor, begun in the volume closing with the June number will be continued. The scientific method of teaching as exemplified in the Herbartian theory of the "Five Formal Steps" will be presented, followed by discussions of the "Concentration of Studies." Thus the two departments of "Principles" and "Method" will, at the end of the year, present a valuable whole on the central subjects of educational theory and practice.

Under "Civics" will be given articles on school law; the relation of teachers to parents, their superiors, and those under their supervision; school excursions; school hygiene, etc. The subject of school government will be treated both under *METHOD* and *CIVICS*.

The "Examination Questions" department presents all questions used during the year in the teachers' examinations by the New York state examiners. Answers to these will be printed as last year. From time to time selections will be made from the examination questions used in other states. Teachers desiring to prepare for higher grade certificates or a life diploma will find this part indispensable.

A new department devoted to "Child Study" has been added. A systematic course will be outlined, beginning with the October number. Pres. G. Stanley Hall, the highest authority on this subject, wishes the new department "God-speed." Dr. Wm. L. Bryan, of the University of Illinois, who is the president of the Child Study department of the National Education association, has promised his aid. Prof. M. V. O'Shea, of the Mankato, Minn., state normal school, who is doing splendid work for the advancement of the cause of child study in this country, will contribute to the department. It was he who most urgently advanced the need of devoting a few pages of this magazine to child study. Several other men and women whose names are well known as scientific observers of children have also promised help. With such assistance the editors feel safe in promising a most valuable course of study to the readers.

Besides the mass of solidly helpful material that will be offered in the volume beginning this number, subscribers will get a valuable pedagogic work almost equaling in price the cost of a whole year's subscription. What this book will be the publishers will announce in the October number.

Getting so much for the small outlay of but one dollar a year, it would seem only just that every subscriber shall make it his or her duty to inform others who aim to reach a higher professional standing regarding *EDUCATIONAL FOUNDATIONS* to explain its plan and the help it offers, and to urge them to join the army of progressive students of pedagogy. Every professional teacher is also a missionary for the cause of pedagogical advancement. If he wins others for the systematic study of the history, principles, method, and civics of education, he contributes a large share to the uplifting of our noble profession in the eyes of the world. There are many superintendents who have made it a rule not to "speak for any educational journal" who warmly recommend *EDUCATIONAL FOUNDATIONS*, because they know it will improve their teaching forces, and because this is *not a paper*, but, as the *Independent* rightly put it, "This is really a series of monthly text-books on education."

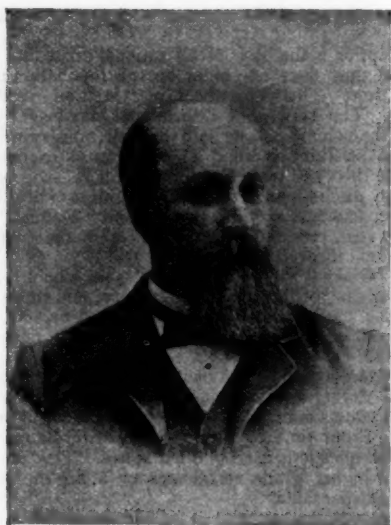
A Prize of \$15.00

is offered for the most practical article of not more than 1,500 words, on "How to Use *EDUCATIONAL FOUNDATIONS*: (a) in the normal school, (b) in teachers' institutes, (c) in weekly and monthly teachers' meetings, (d) for home study." The next best article, of not more than 500 words, on any one of the topics under this general subject will receive

A PRIZE OF \$5.00.

The articles will be read by a committee of competent judges, and those selected as the most helpful will be published in *EDUCATIONAL FOUNDATIONS* and *THE SCHOOL JOURNAL*. All manuscripts should be addressed to the editor of *EDUCATIONAL FOUNDATIONS*, 61 East Ninth street, New York City. Write plainly and one side of the paper only. The right is reserved to publish any of the articles received at our usual compensation. The date of the close of the contest will be announced in the December number of this magazine.

We would advise our readers to send a postal-card to E. L. Kellogg & Co., of New York for their catalogue of "*Teachers' Helps*." It describes scores of books that will aid you in your work, save you time and labor, enable you to have a good school.



Jared Barhite.

By A. L. R.

Prin. Jared Barhite was born in the town of North Salem, Westchester county, N. Y., about fifty years ago. He is a descendant of one of the Dutch pioneers who came from Holland about 1650 and settled near Tarrytown on the Hudson. His father had designed that he should be a farmer, but upon completion of the public school course he took charge of a school at Bedford. He learned to love teaching, and, in order to prepare himself for greater success in the line of his chosen work, he gave up his position for a time and took up a broad course of study. Subsequently he attended a school of methods and received from it a diploma. He also secured a state certificate. From the country mixed schools he soon advanced to larger and more lucrative fields and served at Cold Spring, Kingston, Saratoga Springs, and Irvington, N. Y., with marked success.

He is now principal of the third ward grammar school of Long Island City, having nearly 1500 pupils under his charge. He takes much more pride in the successful management of his school and the progress and happiness of the children under his charge than in any literary or rhythmic production from his pen, although he is not indifferent to the latter. He writes for pleasure and to give expression to his feelings, as well as to please his friends,—never for pecuniary gain. The state department of public instruction of New York has on two occasions honored his poems, by printing and sending to the schools for use at Arbor Day, "Nature's Tribute" set to music, and the "Rose and Goldenrod," a contest for the "State Flower." These poems were written by request for Arbor Day use.

*Mr. Barhite's poem, "Twilight Hours," set to music by School Commissioner Adams, is printed on page 212.

The Reading of Poor Children.

Mr. Alvan F. Sanborn, of the Andover house, in the *North American Review* gives some interesting statistics as to the taste of poor children in literature. "Daily association and talk with the children," he writes, "leaves no room for doubt that, with their choice allowed free range, fifty per cent. of the entire output would have been fairy stories, and at least half of the remaining fifty per cent. 'war books.' Stories of school and home life, manuals of games and sports, funny books, ballads, and narrative poems, and adaptations of natural and applied science are received with some degree of interest. The old favorites, 'Robinson Crusoe,' 'Swiss Family Robinson,' 'Arabian Nights,' 'Tom Brown,' 'Uncle Tom's Cabin' and 'Mother Goose' charm here as everywhere. Of the standard novelists Cooper, Scott, and Dickens are read, but with no great degree of ardor. Calls for special books may often be traced to changes of program at the theaters. Thus a temporary demand was created for 'Oliver Twist,' 'Rip Van Winkle,' 'The Merchant of Venice,' 'The Three Musketeers,' and even for Tennyson's 'Becket.' The reason for such other special calls as Erckmann-Chatrian's 'Citizen Bonaparte,' Hawthorne's 'House of the Seven Gables,' Scott's 'Marmion,' the lives of Havelock, Clive, Grattan, and Sir Francis Drake, George Eliot's 'Daniel Deronda,' and Tom Moore's 'History of Ireland' can only be surmised. * * * It is interesting to note that the girls read boys' books with avidity, while the boys will not knowingly touch girls' books. If a boy gets a girls' book home by mistake, he hurries it back with the frankest expressions of disgust."

The Kindergarten Movement in Jacksonville.

The kindergarten movement in Jacksonville was due to the efforts of Miss Sallie Holmes who employed some kindergarten methods in a private school. Mrs. Olive E. Weston, a kindergarten of Chicago who came South in February, 1893, saw the great need of kindergarten work in the South and interested several leading citizens of Jacksonville. Thus the Southern Kindergarten Association was formed, the only association of its kind in the Southern Atlantic sea-board states. Two kindergartens, a connecting class, and a training class were opened, Mrs. Weston being principal, assisted by Miss Castle. Fourteen young ladies entered the class, twelve of whom received certificates enabling them to teach as paid assistants. During the six months a "Mothers' Class," conducted by Mrs. Weston; met every week.

The work has met with remarkable success. The association is now endeavoring to provide a home for the growing work. Plans are being discussed for a kindergarten college in Jacksonville with eight or more kindergartens in the city, including several free kindergartens.

Harvard.

The September number of the *Harvard Graduates' Magazine* contains an article written for it by the late Frank Bolles, secretary of the university, just before his death, in which it is proposed to split Harvard up into several small colleges, somewhat on the Oxford university plan, each to consist of 500 students, each to have its own dean and to be governed by its own administrative board, each to have its own dormitories, its own dining hall and reading room, and other buildings. Names are suggested for the various colleges: Holworthy college, Wadsworth college, Quincy college, and Agassiz college. "Harvard college," he says, "with one dean and one administrative board, cannot in reason be held responsible for the health, morals, and studies of 1,656 students. Its present dean, self-sacrificing and conscientious to a fault, is exhausting his strength in attempting to do equal justice and kindness to this army, nearly one-third of which changes each year. He points out that in 1840 the college contained 250 students; in 1850, 300; in 1860, 450; in 1870, 600; in 1880, 800; in 1890, 1,300; in 1894, 1,600. "What will be its membership in 1900 or in 1950?" he asks. "At the latter time, if the rate of growth and our present administrative system are maintained the dean and recorder of Harvard college will be personally caring for 6,500 individuals, with all of whom they will be presumed to have an intelligent acquaintance." The plan has much to commend itself as a remedy for the growing difficulties arising from the great increase in the number of students under one chair.

Signs of Progress.

(Prof. S. B. Sinclair, of the Provincial normal school at Ottawa, Canada, well known to the teachers of the United States through his addresses before educational conventions and contributions to school journals and his helpful book, "First Three Years at School" has won many friends among the workers in the elementary schools. In the opening address recently delivered before the students of the institution with which he is connected he spoke of pedagogical advancement. The following extract is reprinted here as showing what advances have been made in recent years in the professional training of teachers.)

There is abundant evidence to prove that the breezes of public opinion are setting uniformly and steadily and with increasing force in the direction of thorough professional training. Germany, which may be said to have led the world in this department and has had higher pedagogical seminaries for more than a century, has recently materially increased such training all along the line. Professor Rein the head of the pedagogical seminary of the University of Jena, boldly declares, "Instruction is worth only as it educates and the teacher is the school, hence the great need for all-sided professional training."

In 1881 France concluded to take a leaf from the German book and by improved education to atone for disaster on the battle field. One of the four important laws passed at that time was that "No teacher, male or female, shall be allowed to teach in a public or private school who has not passed the state examination." It is a matter of history that the educational advancement of France since then has been phenomenal until to-day she stands in the very forefront, among the literary nations of the world.

Scientific pedagogy has recently been introduced into the normal schools of Italy. England has appointed a royal commission of educational inquiry "to devise ways and means of educational reform."

Looking nearer home we find that in the United States in 1891 there were 131 schools for the training of teachers, all wholly or partially supported by public funds and their number is constantly increasing. Perhaps the most noteworthy feature of the question is that a new pedagogical regime is being instituted in the universities. It has been urged that the universities should originate the material for culture and the lower schools should be canals for its distribution. In consonance with such a theory and with the realization of the great importance of the question

to which I have called your attention, the best universities in the land are endowing chairs of pedagogy and establishing laboratories for educational research. Harvard, Cambridge, Leland Stanford, Columbia, Indiana, and other universities have done this during the past few years. The University of the City of New York has a regular college of pedagogy equal in rank to the best schools of law, medicine, and theology; and now the University of Toronto is establishing in addition to its school of pedagogy, an undergraduate and postgraduate course in education, leading up to a doctor's degree.

Everywhere we find college men participating very heartily in Educational association work and in summer schools. The meeting of the university and high school department of the Ontario educational association held in Toronto last Easter was in attendance and interest far in advance of any previous one held in the Province. Many of the best educational addresses at the recent N. E. A. convention at Asbury Park were delivered by college men and it was not an uncommon thing to hear a university president discussing primary school methods.

The academic dress in Melbourne university is to undergo a change. The hoods of Bachelors of Science will in future be of moss green silk edged with white fur, instead of light brown silk, and the gowns of Doctors of Science made of moss green silk with black velvet collar, and hood of scarlet silk, lined with moss green silk, instead of dark brown silk, black velvet collar, and hood of black silk, lined with dark brown silk. It has been suggested that in future there should be one color in each faculty, so that directly the color was seen it would indicate to which faculty the wearer belonged. The London *Journal of Education* sarcastically remarks: "The effect of such a vital change as this should be to make ladies more eager for degrees than ever. Their choice of a faculty might come to depend on their sense of color. Moss green, for instance, would not suit all complexions. On men, too, who have also their vanities, such reforms might have a demoralizing effect."

The London *Daily News* writes that in pursuance of its settled policy of adopting Western manners and ideas, Japan continues to send a number of young men annually to be educated in European countries at the expense of the state. The results may be seen by reference to the twentieth annual report of the minister of state for education published recently by the department of education at Tokyo. The document, it is significant to note, is printed in English, and in excellent English, too. At the time the report was compiled there were staying abroad twenty-one young Japanese of whom fifteen were in Germany, three in England, two in France, and one in Austria. The subjects they are studying are law, medicine, engineering, science, agriculture, literature, music, and commerce. The number of students sent abroad since 1875 has been about ninety-five, of whom seventy-one returned after having completed their term of study. Many of them have obtained diplomas or other marks of distinction, and some of them have distinguished themselves by the talents and learning they have displayed in their own particular branches of study.

The Boston Alumni association of Brown university has adopted the following resolutions on the death of Rev. Ezekiel Gilman Robinson, D. D., LL. D., for seventeen years president of Brown university:

Resolved, that we desire in the name of the alumni of Brown university, resident in Boston and vicinity, to bear grateful testimony to the value of his distinguished services not only to Brown university, but to the cause of Christian culture in general. As a teacher he had rare power to inspire enthusiasm and elicit effort. As an administrator he ruled the institutions under his care with a wisdom born of insight into human nature, marshalling material, intellectual, and spiritual forces alike into forward movements that have not yet ceased their impetus. As a preacher of the gospel he was profound and vigorous in thought, and in expression simple, clear, and convincing, receiving divine truth into the alembic of his mind only to pour it forth as the pure gold of religious impulse, everywhere inspiring, refining, uplifting his hearers. Whether we view him as pastor at Norfolk, at Cambridge, and at Cincinnati, or as professor at Covington, at Rochester, at Providence, and at Chicago, or as preacher, lecturer, and editor in all parts of our land, throughout his prolonged and laborious life he has been singularly useful to the highest interests of education and religion, the two dominant agencies in Christian civilization. His motto may well have been "Deo doctoresque." In his death at the ripe age of seventy-nine his denomination loses an able theologian, the missionary cause a discreet counsellor, and Brown university not only an honored son, but also one of the finest representatives of that noble union of religion and intellectuality which her sons believe to be a characteristic of her influence.

Resolved, That measures be taken to hold a suitable memorial service in honor of the lamented ex-president; also

Resolved, That the secretary communicate to the family of the deceased the cordial sympathy of this association in view of this sorrowful bereavement.

Committee on resolutions: Ray Greene Huling, John Murray Marshall, Joseph Walker, Fred H. Williams, Ira C. Hersey, Arthur D. McClellan, secretary.

There are few things more noticeable than the effort teachers are making to know more about teaching. Send postal for Teachers' Helps, a catalogue of 400 of Books and Aids for Teachers, to E. L. Kellogg & Co., of New York.

Two Good Lists.

Some prominent educators have been making lists of professional books which they especially recommend. We give below the lists made by Pres. Wm. H. Payne, of Nashville, and Prof. B. A. Hinsdale, of Michigan. Those starred are the publications of E. L. Kellogg & Co., and all are sold by them at the prices given, which are about 20% less than they are sold for elsewhere.

PRES. PAYNE'S LIST.

*Theory and Practice of Teaching—Page,	.72
Hist. of Pedagogy—Compayre,	1.54
Lectures on Teaching—Compayre,	1.54
*Talks on Teaching—Parker,	1.09
Elementary Psychology—Compayre,	1.10
Household Education—Martineau,	1.13
Levana—Richter,	1.35
*Education—Spencer,	.90
Philosophy of Education—Rosenkrantz,	1.31
Emile—Rousseau,	.82
*Lectures on Teaching—Fitch,	1.00
Education in the United States—Boone,	1.30
Evolution of Dodd—Smith,	.50
*Educational Reformers—Quick,	.90
Pestalozzi, His Life and Works—De Guimps,	1.30
Roderick Hume—Bardeen,	1.25
Tom Brown's School Days—Hughes,	1.00
Leonard and Gertrude—Pestalozzi,	.88
Education of Man—Fröbel,	1.32
*Quincy Methods—Patridge,	1.54
Old Greek Education—Mahaffy,	.66
Thoughts Concerning Education—Locke,	.90

PROF. HINSDALE'S LIST.

Cyclopedia of Education—Sonnenschein,	3.58
Common School Law—Bardeen,	.67
Schoolmaster in Literature—Eggleston,	1.40
Let Him First be a man—Venable,	1.10
*Self Culture—Blackie,	.25
Education from a National Standpoint—Fouillee,	1.32
European Schools—Klemm,	1.74
Elementary Education in France—Feegun,	2.00
Prussian Schools Through American Eyes—Parsons,	1.00
English Education—Sharpless,	1.32
Education in United States—Boone,	1.30
Elements of Psychology—Baldwin,	1.32
Mental Development in the Child—Preyer,	.90
*Outlines of Pedagogics—Rein,	.68
Apperception—Lange,	.90
Lectures on Pedagogy—Compayre,	1.54
*Lectures on Teaching—Fitch,	1.00
*Education—Spencer,	.90
Leonard and Gertrude—Pestalozzi,	.88
School Management—White,	1.00
Lectures on Language—Laurie,	1.00
Thoughts on Education—Locke,	.90
Old Greek Education—Mahaffy,	.66
Aristotle and Ancient Educational Ideals—Davidson,	1.10
Alcuin and the Rise of Christian Schools—West,	1.00
Life and Works of Comenius—Laurie,	.88
Emile—Rousseau,	.82
Life and Works of Pestalozzi—De Guimps,	1.30
Fröbel and Education by Self-Activity—Bowen,	1.00
*Educational Reformers—Quick,	.90

Correspondence.

How to Conduct Reading Classes.

"We all know how tiresome reading classes are!" I heard a lecturer say once, at a teachers' institute. "At least, mine are," he added. "Why, my reading classes are the most interesting I have," I answered in my heart, if not aloud.

In the first place, I hear my reading classes first thing in the morning, before my pupils are too tired to go to sleep over their lesson if it is particularly dull. They prepare their lesson by marking or writing on their slates all the words they cannot pronounce, and get me to pronounce them for them. Then to make them feel a real interest I talk with them a little about each verse they have been reading for instance, we are reading to-day about the *Mammoth Cave*. I asked such questions as "Harry, did you notice just how many avenues wound themselves about through the great cavern?" "Olive, remember now how this great cave was first discovered." "James, do you recall how many were the arches and how large the pillars? the dimensions of the chambers? the river that runs through and for how many miles? the fish and grasshoppers without eyes?" etc., etc. I always succeed in interesting them. At night when my pupils sum up what they have learned during the day, I always find, with very few exceptions, that they remember more of their reading than any other study. Some of my pupils can reproduce what they have read either orally or by writing, almost word for word.

My little readers reward by letting go up head the one who has written down the most hard words and done it the best. There is quite a rivalry among them who shall learn the most hard words, and they can readily answer all the questions I may ask.

COUNTRY SCHOOL TEACHER.

This has been my first year in school and I cannot express my gratitude to you for the many practical suggestions and helpful thoughts in THE INSTITUTE.

I have one little girl in my school who seems to be very bright, but since I have no others of her age with whom I can compare her, I cannot tell just how

to grade her work. I take the liberty of enclosing this little composition of hers, and asking you how it compares with that of other children of her age, whose only advantages have been derived from a district school in the back woods.

Wishing you much success in the future, I am, HATTIE E. DUFEE,
Garrettsville, O.

THE CHILD'S COMPOSITION.

A TRIP TO THE WOODS IN MAY.

Oh! The woods are so pretty in May, I think. There are so many kinds of flowers in full bloom. There are violets, buttercups, wind flowers, wild roses, spring beauties and fox wood. Everything is so sweet. All but the wild rose come early in the month. Our school went on a trip to the woods. We wanted to decorate the school house. We got the boys to climb the trees and get great branches of box-wood and beach tree. We all carried a few branches. When we got to the school house we took the branches in and laid them on the floor. We fixed them up on the walls. It was very pretty when we got them all up.

The box-wood flower is large and white with a little red spot in the middle of the outer edge.

The flower looks some like this and the leaf



Lucinda Walton, age 11 years, 5 months.

The child's work in composition is above the average. Grade her with pupils of the same ability, even if they are older. In arithmetic grade her with her peers in that subject whether they are older, younger, or the same age.

Can oxygen be solidified?
Jerome, Tex.

R. C. RANDALL.

John S. McKay in *Science* says that until a few years ago oxygen, hydrogen, nitrogen, air, and a few other gases had never been reduced to the needed temperature and hence could not be liquefied. Air had been compressed until it was denser than water without any trace of liquefaction. And so these gases were called permanent or incoercible gases. But in 1879 Cailletet, of Paris, and Pictet, of Geneva, succeeded in reaching the temperature needed and by great pressure reduced them to the liquid form. Since then all known gases have been liquefied and the old distinction of permanent and coercible gases has been effaced.

The temperature needed (the absolute boiling point) of these gases is very low, being -140°C . for oxygen, -146°C . for nitrogen, and -240°C . for hydrogen. As yet hydrogen has been liquefied only in small quantities by allowing it to expand suddenly when at a low temperature and highly compressed. Prof. Dewar made use of liquid ethylene to secure the low temperature necessary to liquefy air and oxygen. By means of three concentric vessels, the outer one containing liquid nitrous oxide and the next one liquid ethylene, both being connected with powerful vacuum pumps to increase the evaporation, he secured so low a temperature in the inner vessel that oxygen, nitrogen, and air were liquefied in large quantities with comparatively little pressure. By causing a vacuum to act upon a large tube containing liquid oxygen, a temperature of -210°C . was produced. A small empty test-tube inserted into the boiling oxygen was so cold that the air of the room at ordinary pressure condensed and trickled down its sides. By evaporating liquid nitrogen in a vacuum a temperature of -225°C . was reached, at which point nitrogen became solid.

Liquid oxygen when pure is of a pale blue color, which, however, is not due, as some have thought, to the presence of liquid ozone, which is of a dark blue color; it is a non-conductor of electricity, but is strongly magnetic. It may be lifted from a cup by presenting the poles of a strong electro-magnet. It seems to have very slight chemical activity, since it will extinguish a lighted match and has no action on a piece of phosphorus dropped into it.

Liquid air is at first somewhat opalescent, owing probably to solid particles of carbon dioxide. It may be cleared by filtering or by standing for a few minutes, when the particles rise and disappear. When any of these liquefied gases are placed in an ordinary glass vessel they boil vigorously and soon disappear owing to the heat obtained from the vessel and surrounding objects. A small bulb filled with liquid air and protected by a vacuum would require an hour and a half to boil away, five times as long as it could be kept in an ordinary vessel.

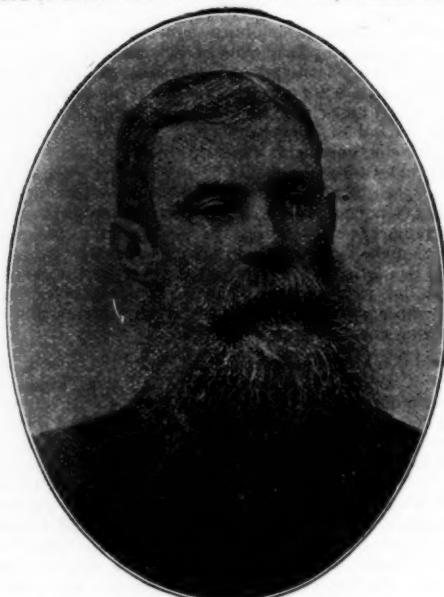
All the liquefied gases except oxygen and hydrogen have been frozen by self-evaporation in a vacuum. By evaporating liquid air in a vessel surrounded by liquid oxygen, Prof. Dewar succeeded in reducing the air to a clear, transparent solid. It has not yet been determined whether the oxygen of the mixture is really frozen or merely entangled among the particles of solid nitrogen in some such way as rose water in cold cream, or water in the solid gelatin of calves' foot jelly. Although pure oxygen has never been frozen it is possible that when mixed with nitrogen its freezing point is raised so that they solidify together.

[Selected from OUR TIMES, monthly, 30 cents a year.]

The New Republic of Hawaii.

After long waiting and much uncertainty Hawaii seems to have succeeded in forming a stable government. The republic was proclaimed on the Fourth of July, with Sanford B. Dole, the head of the provisional government, as president, and was formally recognized by the United States early in August. Although Hawaii is a republic it is a long way from being a democracy. Only a small proportion of the population, about three thousand out of about a hundred thousand, are allowed to vote. Those at the head of the provisional government took care that the monarchical faction should have no part in shaping the constitution. This was undoubtedly wise, and will in the end prove a good thing for all.

The executive consists, as before, of a president and four ministers. The latter are *ex-officio*, members of both houses of the legislature, with all the rights, powers, and privileges of elected members, except the right to vote. The legislature is composed of fifteen senators and fifteen representatives, sitting



SANFORD B. DOLE, President of the Hawaiian Republic.
(For the use of this portrait we are indebted to *The Review of Reviews*.)

in separate houses. The representatives are chosen by voters who can read and write English well; or, if native Hawaiians, only their own vernacular. In order to vote for senators the voter must have an income of \$600, or else \$1,500 real estate, or \$3,000 personal property. The senators are elected for six years.

It is not deemed desirable to admit the Chinese or Japanese to citizenship. The required qualification of a good knowledge of English would exclude most of the Asiatic population from the polls. There is an additional section, however, forbidding the naturalization of any aliens except citizens of countries with which Hawaii has treaties respecting naturalization; no such treaties are likely to be made with Asiatic countries. An exception is made in favor of certain classes of aliens. It is provided that all foreigners who assisted and supported the provisional government shall have the franchise, even without a knowledge of English. Several hundred Portuguese have thus earned the privilege of voting. A large number of other foreigners who have not been naturalized, but were active supporters of the revolution will be registered and vote at once.

The lower house is prevented from blocking the government by refusing appropriations. In case of the failure of the two houses to agree, the government may continue its expenditures on the basis of the old appropriation bill. Filibustering is prevented by making a majority of the members elected, and not simply a majority of a quorum, sufficient to pass a law. The term of the president is fixed at six years; he is elected by a majority of the two houses sitting together and is not allowed to succeed himself.

Admiral Walker and Minister Willis have shown great friendliness toward the new government. The United States government has virtually guaranteed protection from all interference by foreign powers. Annexation to the United States, however, is kept firmly in view and warmly hoped for in the not distant future.

Death of Celia Thaxter.

Celia Thaxter, the poet, died in her home at the Isle of Shoals, N. H., August 26. She was born at Portsmouth, June 29, 1836.

In 1839 her father was appointed a keeper of the lighthouse on White island, and took her and her two brothers, Oscar and Cedric, also poets, with him in his solitude. He often led his children to the shore and pointed to the New England coast line as "the wicked world." At sixteen she was married to Levi Lincoln Thaxter, a cultivated gentleman who attained distinction as an interpreter of Browning's poetry. Mrs. Thaxter's first volume of poems was published in 1872. Since then she has published several volumes. The drawing room of her island home was draped in green, gray, and blue and decorated with an abundance of flowers scattered in many vases. Every evening a group of her friends assembled to talk with her. Her hair was snowy, and her eyes were lustrous as in youth. Her work aimed to be beautiful, and conveyed, in pictures formed of details carefully written, accurate impressions of the Northern seacoast scenery. But she knew how to make her art a moral lesson when she wished.

Judge Cooley's Comments on Certain Laws.

In his address, as president, to the American Bar Association at Saratoga Judge Thomas M. Cooley noted some changes that have been made by the states and Congress during the past year. Massachusetts has passed a law providing that where by contract the laborer is subjected to a penalty for leaving the service without notice, the employer is made subject to a like penalty for discharging without notice. New York passed a law to prevent hazing in colleges. All who take part in the hazing of students are guilty of a misdemeanor; where permanent disfigurement of the person is inflicted it may be punished by imprisonment for from three to fifteen years. Georgia has made all persons engaged in mob violence guilty of felony; if death results they may be indicted for murder. The Coxey movement is declared foolish and useless; these men represented nobody, not even themselves, for their representatives duly chosen, were already there and engaged in legislative work. Lynchings have been numerous in the North, South, and West. Citizens should discourage such lawlessness by supporting the law.

Speaking of Gov. Altgeld's protest against the introduction of federal troops into Illinois, Judge Cooley says that the position taken by the governor is not even plausible. The president is to take care that the federal laws are faithfully executed, and in doing so he is not to depend on the will or consent of any one state. If the views of the governor were accepted as sound, the mails might be stopped at Chicago, interstate commerce broken up, and the process of United States courts refused service, unless the governor, when disorder was dominant, saw fit to suppress it or to call upon the president to do so. So far as arbitration in labor troubles is concerned, Judge Cooley said that no law could compel a corporation or an individual to fulfil moral obligations. Contract when the service begins, however, can be so arranged as to guard against many hardships.

The Saloon Condemned.

During the Lenten season Bishop Watterson, of Ohio, announced to the clergy in his diocese that he would withdraw his approbation from Catholic societies or divisions thereof that were officered by those engaged in the manufacture or sale of intoxicating liquors; he also instructed the clergy to refuse absolution to saloon-keepers who violated the law. The matter was lately laid before Monsignor Satolli, apostolic delegate, who approved of Bishop Watterson's order. This decision carries to an extreme a policy of opposition to the liquor traffic adopted by the Third Plenary Council in Baltimore in 1885. It does not bind bishops of other dioceses to follow the same course, but the moral effect of it everywhere will no doubt be great. All classes of temperance workers rejoice at this decision by the highest representative of the Roman Catholic church in this country because it places an additional stigma upon the business of liquor selling.



MONSIGNOR SATOLLI.

The World's Grain Supply.—M. Grandeau, of Nancy, states that the world uses 19,500,000,000 bushels of wheat and 25,000,000,000 bushels of maize annually. Of the latter about 7,500,000,000 bushels are used by man, the rest being fed to animals.

The Largest Search Light.—The government search light at Sandy Hook has a candle power of 194,000,000, and is said to be the largest in the world. It can be seen for nearly one hundred miles and vessels can be detected with it at a distance of twenty miles.

New Books.

No. 2 of the National School Library of Song contains, like No. 1, material for use in the upper grades of school instruction in music. Nearly all of the songs are secular in character, and various as to styles and subjects. The extreme limits of all the voices have been avoided by the transposition of a selection, by partial rearrangement of the lower voices, or by the addition of small notes to be sung by voices of limited compass. In this book are advanced solfeggios, songs of nature, of the seasons, and of home, and secular four-part songs. The tenor parts are so arranged that they may be assigned to low alto voices. The solfeggios present advanced problems in four-part singing, and may be taken up as supplementary to the one-, two-, and three-part exercises which are used in regular courses of instruction. A song of not over two pages in length has always been placed so as to avoid the necessity of turning a leaf. Hence the order of the songs does not correspond to the order of their difficulty; this is given in the graded list of songs in the index. The volume is edited by Leo R. Lewis, whose extensive experience has been supplemented by the advice of successful teachers in the adaptation of the selections to the needs of the pupils. (Ginn & Co., Boston.)

It has been found that a child may learn to answer questions about fractions correctly without having a clear idea of what a fraction is. Under such circumstances he has no means of proving his answer, or of making a correction should he be in error. Florence N. Stone, of the Edward Everett school, Boston, has been very successful in teaching this subject by giving the pupils paste-board circles to divide, and the results of this work have been embodied in a book just issued entitled *Practical Lessons in Fractions* by the inductive method. By the use of fraction cards the pupils, without other assistance, are able to answer quite difficult problems. This mode of teaching the subject is simple and practical; the author has presented it in detail, so that the pupil who does the work laid down here will surely have a clear knowledge of fractions. In the teachers' edition the first few pages are devoted to a manual. (D. C. Heath & Co., Boston, 50 cents.)

The avidity with which the average child devours fairy-tales shows that this is the kind of mental food that it needs. If the moral is good there can be very little objection to these tales. The stories that children have had told to them from time immemorial are the ones they love best. A volume of these stories has been prepared by Sarah J. Burke, including "Little Red Riding-Hood," "Cinderella," "The Three Bears," "Little Thumb," and "The White Cat." It has been the aim to make them suitable to be used by children rather than to them, and to present no greater difficulties in it than are to be found in a Second Reader. (A. Lovell & Co., New York.)

Every young man or young woman who leaves school to go into business should be familiar with the forms that are used in the business world. It will save many a humiliating blunder. A very practical book treating of this subject is *Pierce's School Manual of Business Forms and Customs*. It is quarto in size giving room enough to print fac-similes of checks, drafts, etc., that are actually used in commercial dealings every day. In the first part under the head of money and its substitutes is described money, checks, drafts, promissory notes, bank drafts, post office money orders, postal notes express money orders, money by telegraph, registered letters, money by express, certificates of deposit, foreign exchange, and letters of credit; in the second part, under financial institutions, banking, national banks, clearing house, savings banks, state banks, private banks and bankers, trust companies, the stock exchange, corporations, stocks and bonds, investment and speculation. This book is one of great value not only for use in commercial schools, but also in other schools. (Thomas May Pierce, 917-919 Chestnut street, Philadelphia.)

There have been numerous histories of English and American literature written, but very few so moderate in size or simple in style as to be suitable for younger pupils. Abel S. Clark, M. A., has produced *A Primer of English and American Literature* for the use of deaf children. In this he has traced the origin and growth of the English language, shown the influences that have shaped the literature, described the characteristics of the literature at different periods, given biographies of the authors who have influenced the literature, and furnished extracts, especially from the older writers, whose works are not generally accessible. Of course in such limited space he cannot say much about any one author, even the greatest. He gives enough, however, to make the pupil acquainted with the main facts in the authors' lives and the names and characters of their leading works. The extracts are carefully chosen; many of them are the gems of our literature that are worth learning and remembering. The merit of the book consists in the careful choice and presentation of the matter; the author

has succeeded in avoiding mistakes to a remarkable degree, both in the presentation of facts and in the expression of opinions. The book might be used to advantage as a supplementary reader in public and other schools. It is illustrated with half-tone portraits of twenty-five leading authors. (The American Asylum, Hartford, Conn.)

Few teachers have done so much for the encouragement of the study of good literature in the schools as has Mary E. Burt by her books. She holds that the child can just as well be given reading matter that is, of real and permanent value as that is trifling and worthless. It was to furnish such material for children that she prepared her *Stories from Plato and Other Classic Writers*. Besides Plato the other ancient writers drawn from are Homer, Hesiod, Aristophanes, Pliny, Ovid, etc. These selections from the works of the world's great thinkers and poets of ancient times have been given in language suitable for very young pupils. They will be liked on account of their freshness, simplicity, and good moral tone. Plans are also given for the study of the ancient authors drawn from, and the mythology. The book is well illustrated. It belongs to the series of Classics for Children. (Ginn & Co., Boston. 50 cents.)

Pupils in the lower grades can get a good start in geometry if the subject is studied in the right way. The geometry in art as presented in the kindergarten may be followed up by the elementary concepts, definitions, and methods of the science in the sixth, seventh, and eighth grades. A text-book for such pupils has been prepared by Dr. E. Hunt, superintendent of schools for Winchester and Medford; it is entitled *Geometry for Grammar Schools*. The author well says in his preface: "In geometry, as in other branches, the pupil will learn only what he wants to know. To implant this want in the pupil's mind skilfully, and at the same time not to tell him what with proper effort he can find out for himself, distinguishes superior teaching." The pupil in these lessons is led forward by such careful and logical steps, that learning appears not a task but a delightful occupation. One of the most beneficial exercises for the pupil is the drawing of diagrams unaided by the teacher, as recommended by the author. The learning of the lessons in this book and the careful solution of the problems will give the pupil a good elementary knowledge of plane geometry. (D. C. Heath & Co., Boston.)

Arithmetic by Grades is a series of small text-books prepared under the direction of John T. Prince, for inductive teaching, drilling, and testing. Each book, though intended for a year's work, may be finished in less time than that if desirable. Too often in arithmetics much unnecessary help is given the pupil in the way of rules and processes, the tendency of which is to stifle original thought on the part of the pupil. In this series all matter, rules, and suggestions intended for the teacher is embodied in a

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The principal features of the books are the separation of the teacher's and pupils' work, careful gradation of problems, frequent reviews, the large amount of oral work, the great number and variety of problems, the practicalness of the work, the introduction of statistics and facts of astronomy, history, geography, etc., and the use of drill tables and other devices to save the time of teachers. (Ginn & Co., Boston. Manual, 90 cents by mail; each of the arithmetics, 25 cents.)

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General Notes.

The importance of cleanliness for the healthy performance of the functions of life, is the subject of a lecture delivered at the London Institute by Prof. Vivian Lewes, and published in *Nature*: "We may," says Prof. Lewes, "live for days without giving our stomach any work to do, the liver may cease action for several days before death ensues, but it is impossible to survive for the same length of time, if the functions of the skin are entirely stopped." Indeed, the professor cites the case of a child, which being glided all over to pose as a statue, died in a few hours. It is conceded that nothing so fully insures the proper functions of the skin, absolutely necessary to health, as the frequent tub bath, and rough towel, and it would appear that there now exists no valid reason for any family, or individual, being longer deprived of this sanitary necessity, since the advent of the Mosely Folding Bath Tubs with their convenient appliances for quickly heating the water at the bath, which have brought such exceptional advantages at a nominal cost within the reach of everyone, whether for city or suburban use. Those who desire to keep pace with the best scientific knowledge of the times are certainly to be congratulated upon this practical invention.

The two most important sciences to master are physics and chemistry. They are the basis of hundreds of arts and callings. Think of the importance of only one branch of one of these sciences—electricity. Teachers know that these sciences cannot be satisfactorily learned without apparatus. Alfred L. Robbins Co., 179 Lake street, Chicago, furnish physical and chemical apparatus of all kinds, besides anatomical models, chemicals and chemical glass ware, etc. Their catalogues give full descriptions.

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It is not possible for all to travel to the old world or to remote parts of our own country to see the wonders that nature and art have scattered over this planet of ours. But we can go there in imagination if we have some views and a magic lantern. Among the best of these are the Criterion & Parabolon Magic Lanterns of J. B. Colt & Co., 16 Beekman street, N. Y., and 189 La Salle street, Chicago. They are used with oil, lime, or electric light, and have microscope, vertical, polariscope, and other attachments. Send to the firm for a catalogue of views and description of apparatus.

An old mechanic once said that a boy should never be permitted to work with poor tools. The learner should be given the best. This also applies to the schools.

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It is a popular idea that money alone is capital, but this is incorrect. One who has knowledge of any business has capital just as much as if he had money in the bank. An excellent sort of capital is the knowledge of shorthand that may be obtained at the school of Isaac Pitman & Sons, 95 Fifth avenue, N. Y. The New York city authorities have shown their appreciation of the Isaac Pitman system by adopting it exclusively for the public day schools. A 32-page pamphlet and specimen pages may be had of Isaac Pitman & Sons, 33 Union square, N. Y.

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are illustrated and described in a handsome folder which has just been issued by the Michigan Central "The Niagara Falls Route." The folder is designed for the special use of people in the East who wish to learn something about the resorts of Michigan (including Mackinac Island and the Lake Superior region) Wisconsin, Minnesota, Yellowstone Park, Colorado, Utah, and the Pacific Coast, and will be sent on application to W. H. Underwood, Eastern Passenger Agent, Buffalo, N. Y.

There are very few schools that will not want something in the way of maps or other articles at the opening of the term. J. M. Olcott's place, 9 West 14th street, N. Y., is headquarters for W. and A. K. Johnston's wall maps and all kinds of school supplies.

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In a few weeks The Century Company will issue a book on "The Mountains of California," by John Muir, the discoverer of the great Muir glacier of Alaska.

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The London *Chronicle* predicts that Mr. de Kay (whose nomination by President Cleveland to the consul-generalship at Berlin has just been confirmed by the Senate) "will find himself a strange bird in the official flock which America now maintains in the old world." "It is pleasant," says the writer, after alluding to Mr. Piatt's removal from the Dublin consulship, "to recall the old days when the Republic sent Hawthorne to Liverpool and Howells to Venice," "The *Chronicle's* list is hardly exhaustive," observes The *Lounger* in the New York *Critic* of Aug. 11. "It omits Bancroft, minister to England and afterwards to Germany; Motley, minister to Austria and afterwards to England; Washington Irving, minister to Spain; Bayard Taylor, minister to Germany; John Bigelow, minister to France; James Russell Lowell, minister to Spain and afterwards to England; S. G. W. Benjamin, minister to Persia; F. H. Underwood, consul at Glasgow and afterwards (till his death) at Leith; Bret Harte, consul at Crefeld and afterwards at Glasgow; Albert Rhodes, Consul at Rouen; and E. S. Nadal, assistant Secretary of Legislation at London. Authors, also, are Gen. Wallace and Oscar S. Straus, and an author was the late S. S. Cox, each of whom held the ministry to Turkey; while Allibone gives the titles of various books written by Judge J. B. Stallo, late Minister to Italy; and if his predecessor, Mr. Astor, is not an author, what is he?"

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Three short stories of annual interest appear in *The Atlantic Monthly* for September. They are "The Kidnapped Bride," by Mrs. Catherwood; "For Their Brethren's Sake," by Grace Howard Peirce, and "Tante Cat'rinette," by Kate Chopin. One of the most striking contributions is "Old Boston Mary: A Remembrance," by Josiah Flynt. It is a graphic pen picture of a famous Boston vagrant by an author who has written much of tramps and tramp character.

Doctor Carl Lumboltz has returned to the central region of the Sierra Madre of Mexico to continue his explorations. The September *Scribner* contains another paper on the "Tarahumaris, the American Cave Dwellers," among whom he has lived for several years. Thomas Nelson Page sent from Europe, where he is now traveling, a war story in his very best manner, full of interesting Virginia characters and dramatic episodes, which appears in this number. F. Marion Crawford writes of his famous summer resort Bar Harbor.

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